

*Hinesburg*

*Ermy*



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## COMMUNITY HEALTHY LIVING INDEX

### SCHOOL ASSESSMENT

Submit date: Dec 6, 2012

Please enter the 4-digit corporate association number of the YMCA you are working with in the box below. If you do not know this number, please contact your YMCA association office or visit [www.ymcaexchange.org](http://www.ymcaexchange.org).

YMCA association number: 6663

**Please provide the following information:**

Assessment date (MM/DD/YYYY): 12\05\2012  
 Name of YMCA convening branch/local assessment team: Greater Burlington/Connecting Youth  
 CHLI team leader - First Name: Ginny  
 CHLI team leader - Last Name: Roberts

**Names of branch/local assessment team members assigned to school:**

	First name:	Last name:	Title:
Team member 1:	Ginny	Roberts	Coordinator
Team member 2:	Kelli	Brown	parent
Team member 3:			
Team member 4:			
Team member 5:			

**Names and titles of individuals interviewed at school:**

	First name:	Last name:	Title:
Interviewee 1:	Shelley	Torrey	School nurse and Wellness committee
Interviewee 2:	Deb	Bissonette	Director of School Cafeteria
Interviewee 3:	Jeff	O'Hara	Assistant Principal
Interviewee 4:	Cindi	Stanley	Health and Phys Ed Teacher
Interviewee 5:	John	Badger	Phys Ed Teacher

### I. General Information

1. Name of school: Hinesburg Community School

2. Location of school:  
 2.a. Zip code: 05461  
 2.b. County: Chittenden  
 2.c. Street address: 10888 Route 116  
 2.d. City: Hinesburg  
 2.e. State: VT

**3. Total number of students:**

490

**4. Grade level(s) (select all that apply):**

Primary/elementary  Middle school  High school

**5. Type of school:**

Private  Public  Parochial (faith-based)  Charter  Magnet

**6. School setting (check the best description):**

Urban  Suburban  Rural

**Rough definitions of urban, suburban, and rural settings are below. Recognize that these are only general guidelines and each situation may be unique.**

**• Urban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations less than or equal to a half mile or a 10-minute walk from most homes**

**• Suburban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreation facilities, or other community destinations approximately a one mile or a 20-minute walk from most homes**

**• Rural: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations at least a two mile or a 40-minute or longer walk from most homes**

**7. Household income level of the majority of students in the school (check the best description):**

Low income  Lower-middle income  Middle income  Upper-middle income  High income

**8. Percentage of students eligible for a free and/or reduced-price meal program, including National School Lunch, School Breakfast, and Summer Food Service Programs:**

0% – 20%  21% – 40%  41% – 60%  61% – 80%  81% – 100%

**9. Ethnic makeup of the students attending the school (provide an approximate percentage for each category to add up to 100 percent):**  
**Note that the federal government considers race and Hispanic origin to be two distinct concepts. This question asks only about Hispanic origin. The following question asks about the race.**

% Spanish, Hispanic, or Latino (of any race)	2 %
% Not Spanish, Hispanic, or Latino (of any race)	98 %
<b>Total</b>	<b>100</b>

**10. The racial makeup of the students attending the school (provide an approximate percentage for each category to add up to 100 percent):**  
**Note: The federal government does not consider Hispanic to be a race but an ethnicity.**

% White	97 %
% Black or African-American	1 %
% American Indian and Alaska Native	
% Asian	2 %
% Native Hawaiian and Other Pacific Islander	
% Some other race/two or more races	
<b>Total</b>	<b>100</b>

**II. Programs, Physical Environment, Promotion, and Policy**

**The CHLI assessment process is not a measure of success or failure but rather an important part of developing a plan for improvement in your community. Please be candid and accurate as you answer the questions below.**

**A. HEALTH EDUCATION**

**1. Health education is offered to all students according to the following time allotments:**

**1.a. Kindergarten through 2nd grade [Choose N/A if school does not include grades K-2.]**  
**Note: A minimum of 40 hours of instruction per academic year is recommended for these grade levels.**

> 32 hours/year	25-31 hours/year	17-24 hours/year	9-16 hours/year	0-8 hours/year	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**1.b. 3rd through 12th grade. [Choose N/A if school does not include 3rd-12th grades]**  
**Note: A minimum of 80 hours of instruction per academic year is recommended for these grade levels.**

> 64 hours/year	49-64 hours/year	33-48 hours/year	17-32 hours/year	0-16 hours/year	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The health education curriculum guides students to develop the essential physical activity skills necessary to adopt, practice, and maintain health. The curriculum might include the importance of physical activity, tips for being more active, tips for avoiding activity-induced injuries, tools on how to build activity calendars, and physical activity plans.**

All/almost all 81% - 100%	Most 61% - 80%	About half 41% - 60%	Some 21% - 40%	Few to none 0% - 20%
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. The health education curriculum guides students to develop the essential healthy eating skills necessary to adopt, practice, and maintain health (e.g. benefits of healthy eating; importance of making healthy food choices; information about food variety, balance, and moderation; weight management ideas; vegetable and fruit recipes; measuring servings of foods needed by age, sex, and activity level; and learning opportunities for healthy eating, such as field trips to farms, cooking, and gardening classes).**

All/almost all 81% - 100%	Most 61% - 80%	About half 41% - 60%	Some 21% - 40%	Few to none 0% - 20%
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Teachers use planned, sequential K-12 health education curriculum addressing the physical, mental, and social dimensions of health. The curriculum includes these characteristics:**

	Yes	In development	No
4.a. Covers varied topics, such as personal health, family health, community health, consumer health, environmental health, mental and emotional health, injury prevention, safety, nutrition, and prevention and control of disease	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.b. Motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.c. Supports students in developing and demonstrating increasingly sophisticated health-related knowledge, attitudes, skills, and practices	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**5. Classes are taught by a credentialed health education teacher (i.e., a teacher who has been awarded a credential by the state permitting him or her to teach health education).**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. The school has written guidelines or rules or policies specifying health education requirements described in items A.1 through A.5 in terms of the following:**

**Note: these guidelines or rules or policies could originate at the school, district, or state level.**

	Yes	In development	No
6.a. Time for health education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.b. Content of health education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.c. Teacher qualifications for health education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. The school has funding to support health education, fulfilling the items listed in A.1 through A.5.**

Note: these funds could be raised or received from public or private sources.

	Covers all/ most costs 81% - 100%	Usually covers costs 61% - 80%	Covers half the costs 41% - 60%	Covers some costs 21% - 40%	Rarely/never covers costs 0% - 20%
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Rate your confidence in your answers for this section (II.A):**

	Very high	High	Medium	Low	Very low
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**B. PHYSICAL EDUCATION**

**1. Students participate in physical education at least:**

**1.a. Kindergarten through 5th grades: [Choose N/A if school does not include grades K-5.]**

Note: A minimum of 150 minutes per week is recommended.

	>120 min/week	91-120 min/week	61-90 min/week	31-60 min/week	0-30 min/week	N/A
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1.b. 6th through 8th grades:  
[Choose N/A if school does not include grades 6-8.]**

Note: A minimum of 225 minutes per week is recommended.

	≥ 180 min/week	135-179 min/week	90-134 min/week	45-89 min/week	< 45 min/week	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1.c. 9th through 12th grades:  
[Choose N/A if school does not include 9th-12th grades.]**

Note: A minimum equivalent to 2 years is recommended.

	>1.6 years	1.3-1.6 years	0.9-1.2 years	0.5-0.8 year	0-0.4 year	N/A
	<input type="radio"/>	<input checked="" type="radio"/>				

**2. Physical education classes have a student-teacher ratio approximately the same as that of other classes to ensure maximum participation and safety.**

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

	Yes, about the same	Somewhat, a little higher than other classes (between 1 and 2X higher)	No, a lot higher than other classes (> 2X higher)
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**3. Teachers avoid using practices that result in some students spending considerable time being inactive in physical education classes (e.g., having many students stand in line or on the sidelines watching others and waiting for a turn) and thus keep students moderately to vigorously active at least half of the total time during physical education class sessions.**

	Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**4. Classes emphasize that physical activity is fun and develop lifelong skills for all students, including students who are less athletically gifted.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**5. Teachers use a sequential physical education curriculum that builds on concepts taught in preceding years, is consistent with state or national standards for physical education, and helps students to:**

	Yes	In development	No
5.a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.b. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.c. Participate regularly in physical activity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.d. Achieve and maintain a health-enhancing level of physical fitness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.f. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Physical education programs promote student participation in a variety of community physical activity options (e.g., clubs, teams, recreational classes, special events such as community fun runs, and use of playgrounds, parks, and bike paths).**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**7. Physical education programs and other physical activity opportunities consistently use appropriate and acceptable practices and facilities/equipment to include students with special healthcare needs (e.g., students with learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and chronic medical conditions such as diabetes, asthma, and scoliosis).**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**8. Classes are taught by a credentialed physical education teacher (i.e., a teacher who has been awarded a credential by the state, permitting him or her to teach physical education).**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**9. Students are formally assessed on individual progress using pre- and post-tests of health-related physical fitness or motor skills/movement forms.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
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**10. The school has written guidelines or rules or policies specifying the following for physical education requirements described in items B.1 through B.9:**

**Note: These guidelines or rules or policies could originate at the school, district, or state level.**

	Yes	In development	No
10.a. Time for physical education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.b. Content of physical education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.c. Teacher qualifications for physical education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. The school has funds to support physical education, fulfilling items B.1 through B.9.**

**Note: these funds could be raised or received from public or private sources.**

Covers all/ most costs 81% - 100%	Usually covers costs 61% - 80%	Covers half the costs 41% - 60%	Covers some costs 21% - 40%	Rarely/never covers costs 0% - 20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Rate your confidence in your answers for this section (II.B):**

Very high	High	Medium	Low	Very low
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C. OTHER PHYSICAL ACTIVITY OPPORTUNITIES**

**1. Students participate in daily physical activity in non-physical education classes, such as recess, supervised by the classroom teacher or a designee, during:**

	Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%	N/A
1.a. Kindergarten through 5th grades: at least 20 minutes daily [Choose N/A if no K-5th grades]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.b. 6th through 8th grades: daily open gym time/use of break time [Choose N/A if no 6th-8th grades]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.c. 9th through 12th grades: daily open gym time/use of break time [Choose N/A if no 9th-12th grades]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Teachers do not use physical activity as a form of punishment.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Teachers do not withhold physical education class and/or recess (e.g., as a punishment or to make up missed instructional time).**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Extracurricular activities and noncompetitive physical activities (e.g., intramural, interscholastic, after school) are available.**

Yes, always/ almost always 81%-100%	Yes, usually 61%-80%	Yes, about half 41%-60%	Yes, sometimes 21%-40%	No, rarely/ never 0%-20%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**If you chose any of the Yes responses in question 4, answer questions 4.a. and 4.b. If you chose No, rarely/never, skip to question 5.**

	Always/almost always 81%-100%	Usually 61%-80%	About half 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%
4.a. These activities include a variety of physical activity opportunities (e.g., indoor and outdoor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

	Always/almost always 81%-100%	Usually 61%-80%	About half 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%
<i>sports and activities, team and individual sports, biking, hiking, orienteering, open swim, dancing).</i>					
4.b. These activities target the needs and ability levels of all students and are designed to help develop the skills and attitudes needed to participate in lifetime physical activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. The school has conducted an assessment to determine the extent to which students can walk or bike safely to school (e.g., conducted a Safe Routes to School (SRTS) assessment or a similar process, performed a walkability audit).**

	Yes	In development	No
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. The current school location enables students to walk or bike to school.**

If you did NOT choose All/almost all students in question 6, answer questions 6.a-6.b. If you DID choose All/almost all students, skip to question 7

	All/almost all students 81%-100%	Most students 61%-80%	About half of the students 41%-60%	Some students 21%-40%	Few students 0%-20%
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6.a. The current location does not completely enable students to walk or bike because of the following condition(s):**

	Yes	No
6.a.1. Traffic hazards/Busy streets	<input checked="" type="radio"/>	<input type="radio"/>
6.a.2. Lack of sidewalk or bike path access to school	<input type="radio"/>	<input checked="" type="radio"/>
6.a.3. Most students commute a long distance	<input checked="" type="radio"/>	<input type="radio"/>
6.a.4. Concerns about personal safety	<input checked="" type="radio"/>	<input type="radio"/>
6.a.5. Other [Please describe below]	<input checked="" type="radio"/>	<input type="radio"/>

Other [Please describe]:

School is on a state highway

**6.b. Efforts are underway to correct the condition(s) noted above in 6.a.1-6.a.4 (e.g., adding crossing guards, traffic signals, and/or crosswalks; creating sidewalks/bike paths leading to school; assigning an off-site drop-off place from which students can safely walk to school; enforcing neighborhood watch, etc.).**

	All/almost all relevant efforts listed being tried 81%-100%	Most relevant efforts being tried 61%-80%	About half relevant efforts being tried 41%-60%	Some relevant efforts being tried 21%-40%	Few to no relevant efforts being tried 0%-20%
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. The school makes efforts to promote active commuting, including education, encouragement, enforcement, and engineering strategies where needed (e.g., adopting Safe Routes to School (SRTS), walk to school day, walking school-bus programs; creating signs/promotional materials; sending memos to parents; providing crossing guards; adding crosswalks; creating sidewalks/bike paths leading to school, etc.).**

	Always/almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Please choose the best answer:**

	All/almost all 81%-100%	Most 61%-80%	About half 41%-60%	Some 21%-40%	Few to none 0%-20%	Data not available
8.a. Percentage of students who live 0-1/2 mile from the school:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

	All/almost all 81%-100%	Most 61%-80%	About half 41%-60%	Some 21%-40%	Few to none 0%-20%	Data not available
8.b. Of the students who live 0-1/2 mile from school, percentage who regularly walk or bike to school:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8.c. Percentage of students who live 0-1 mile from the school:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.d. Of the students who live 0-1 mile from the school, percentage who regularly walk or bike to school:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**9. The school has written guidelines or rules or policies specifying the items described in C.1 through C.8.d, including the following:**

**Note: These guidelines or rules or policies could originate at the school, district, or state level.**

	Yes	In development	No
9.a. Recess requirements	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9.b. Prohibiting the use of or withholding of physical activity as a form of punishment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9.c. Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9.d. Active commuting to/from school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**10. The school has funding to support physical activity opportunities in school as described in items C.1. through C.9.**

**Note: These funds could be raised or received from public or private sources.**

	Covers all/ most costs 81% - 100%	Usually covers costs 61% - 80%	Covers half the costs 41% - 60%	Covers some costs 21% - 40%	Rarely/never covers costs 0% - 20%
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Rate your confidence in your answers for this section (II.C):**

	Very high	High	Medium	Low	Very low
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY**

**1. The school provides a safe physical environment for physical activity, inside and outside school buildings or at a nearby facility, that includes the following:**

	Always/almost always 81%-100%	Usually 61%-80%	About half 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%
1.a. Appropriate dedicated facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.b. Sufficient and varied physical activity equipment and supplies that are safe and age-appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.c. Playgrounds and sport fields that meet or exceed recommended safety standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.d. Clean indoor and outdoor air quality	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.e. Free of safety hazards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The transportation infrastructure around the school is sufficient and safe for students to walk and bike (i.e., school walk zones extend for at least 1 1/2 miles around the school; sidewalks and/or bike path connections extend at least 1/2 mile away from the school; pedestrians are offered special protection, including crossing guards, escorts, crosswalks, and safe bus and car loading at the majority of intersections leading up to the school within school walk zones).**

	Completely/ almost completely 81% - 100%	Most 61% - 80%	About half 41% - 60%	Some 21% - 40%	Rarely/never 0% - 20%
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**3. Designated safe bike storage is available for students who bike to school.**

	Yes, available and safe	Yes available, but not safe	No, not available
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate your confidence in your answers for this section (II.D):

Very high	High	Medium	Low	Very low
<input type="radio"/>				

**E. SCHOOL MEALS/FOOD SERVICES/NUTRITION**

**1. The School Breakfast Program is fully accessible to all students and meets the following guidelines:**

- Offers free and reduced-price meals for students who meet income requirements in a way that ensures these students are not identified by other students as recipients of these programs
- Coordinates class and bus transportation schedules so that all students can eat meals in an unrushed, non-stressful environment

[Choose N/A if school has no breakfast program.]

Yes, meets both criteria	Meets one of two criteria	No, meets neither criteria	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The school lunch program (e.g., National School Lunch Program) is fully accessible to all students (i.e., meets the guidelines outlined above in E.1) [Choose N/A if school has no lunch program].**

Yes, meets both criteria	Meets one of two criteria	No, meets neither criteria	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Meals served at school are nutritious, meet USDA school meal standards, and provide daily choices of a variety of foods in the following ways:**

	Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
3.a. The milk is low-fat or fat free.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.b. There are at least three choices are fresh vegetables or fruit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.c. Whole-grain foods are served daily. Note: The ingredients list can help determine if a product contains whole grains. One easy way of identifying whole grains is to look for the word <i>whole</i> as in <i>whole wheat</i> or <i>whole oats</i> . In contrast, common examples of ingredients that are not definite whole-grain options may include wheat flour or enriched flour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.d. Fat content in meals is limited by avoiding deep fat frying and by providing lean protein options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.e. Food and beverages are served in moderate portions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Adequate time (calculated from the time students are seated) is allowed to eat school meals:**

**4.a. 10 minutes for breakfast [Choose N/A if no breakfast is served]**

Always/almost always 81%-100%	Usually 61%-80%	About half 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.b. 20 minutes for lunch**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. The school's food service manager has a nutrition-related baccalaureate or graduate degree and certification/credentialing in food service from either the state or the American School Food Service Association [Choose N/A if school does not have food service.]**

Yes  In development  No  N/A

**6. Healthy food purchase and preparation procedures are followed for meals provided at the school, whether prepared in the cafeteria or off-site by a food service provider.**

These procedures might include reducing fat content by spooning solid fat from chilled meat and poultry broth before using it; avoiding deep fat frying; and using only lean protein products such as lean red meat, skinless poultry, lean deli meats, and fat-free or low-fat cheese.

Always/  
almost always  
81%-100%  Usually  
61%-80%  About half  
the time  
41%-60%  Sometimes  
21%-40%  Rarely/  
never  
0%-20%

**7. Produce is purchased from local farms (e.g., through a Farm to School program) to increase the amount of local produce used in meals provided at the school, potentially reduce costs, and support local farmers.**

Always/  
almost always  
81%-100%  Usually  
61%-80%  About half  
the time  
41%-60%  Sometimes  
21%-40%  Rarely/  
never  
0%-20%

**8. Teachers do not give students food as a reward.**

Always/  
almost always  
81%-100%  Usually  
61%-80%  About half  
the time  
41%-60%  Sometimes  
21%-40%  Rarely/  
never  
0%-20%

**9. Teachers do not withhold food as punishment.**

Always/  
almost always  
81%-100%  Usually  
61%-80%  About half  
the time  
41%-60%  Sometimes  
21%-40%  Rarely/  
never  
0%-20%

**10. To promote healthy eating, the school assesses the extent to which students have access to nutritious foods at school and the extent to which nutritious food choices are appealing to students.**

Yes  In development  No

**11. The school has written guidelines or rules or policies specifying the following criteria for the school meals/food services/nutrition requirements described in E.1 – E.10:**

**Note: These guidelines or rules or policies could originate at the school, district, or state level.**

	Yes	In development	No
11.a. Meet USDA school meal standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.b. Provide daily choices of a variety of healthy foods	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.c. Allow enough time for eating lunch	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.d. Have a qualified food service manager	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.e. Employ healthy food purchase and preparation procedures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.f. Prohibit the use of food as a reward or punishment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. The school has funds to support healthy eating opportunities in school, fulfilling the items listed in E.1 through E.10.**

**Note: These funds could be raised or received from public or private sources.**

Covers all/  
most costs  
81% - 100%  Usually  
covers costs  
61% - 80%  Covers half  
the costs  
41% - 60%  Covers some  
costs  
21% - 40%  Rarely/never  
covers costs  
0% - 20%

Covers all/ most costs 81% - 100%	Usually covers costs 61% - 80%	Covers half the costs 41% - 60%	Covers some costs 21% - 40%	Rarely/never covers costs 0% - 20%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate your confidence in your answers for this section (II.E):

Very high	High	Medium	Low	Very low
<input type="radio"/>				

**F. PHYSICAL ENVIRONMENT RELATED TO FOOD/NUTRITION**

**1. The school's physical environment supports healthy eating by:**

- Making available healthy food and beverage options (e.g., vegetables and fruits, whole-grain foods, and water).
- Limiting unhealthy options, such as foods of minimal or low nutritional value (e.g., no chewing gum, hard candy, candy bars, donuts, fried potato chips) and sweetened drinks (e.g., no regular carbonated soda, energy drinks, sweet tea, sports drinks, juice other than 100% juice).

These criteria are applied to:

**1.a. "Competitive foods" (e.g., à la carte options) that are sold in the school cafeteria or other locations where school meals are served and eaten, if the school allows them. [Choose N/A if no competitive foods.]**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1.b. In all vending machines and school stores, if the school allows sale of food and beverages beyond school food services. [Choose N/A if no vending/school stores]**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/never 0%-20%	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1.c. Fundraising efforts that sell food and beverages.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. In the settings listed below in 2.a. through 2.c. the school promotes healthy food and beverage choices and discourages unhealthy items (as outlined in F.1) using these methods:**

- Specific labeling of nutritional information
- Preferred placement (i.e., placing healthy choices in more prominent and accessible positions than less nutritious choices)
- Competitive prices compared with pricing of less nutritious choices
- Marketing posters and other signage

**2.a. School cafeteria [Choose N/A if no food service.]**

≥ 4 methods	3 methods	2 methods	1 method	None	N/A
<input type="radio"/>					

**2.b. Vending machines [Choose N/A if no vending]**

≥ 4 methods	3 methods	2 methods	1 method	None	N/A
<input type="radio"/>					

**2.c. School stores [Choose N/A if no school store]**

≥ 4 methods	3 methods	2 methods	1 method	None	N/A
<input type="radio"/>					

**3. The school meets its budget without relying on vending sales.**

Yes	No
<input checked="" type="radio"/>	<input type="radio"/>

**If you chose No in question 3, answer question 3.a. If you chose Yes, skip to question 4.**

**3.a. The school is seeking alternative funding for projects and activities currently paid for by vending sales and/or is making an effort to eliminate exclusive food and beverage contracts that require the marketing of unhealthy food and beverages.**

Yes	In development	No
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**4. The school provides pleasant, clean, safe, and comfortable eating environments.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Educational gardens where vegetables and fruits are planted, cultivated, and enjoyed by students and faculty with the help of instructors, farmers, gardeners, or nutritionists are offered to students and staff at school.**

Yes	In development	No
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. The school has written guidelines or rules or policies related to the following:**

**Note: These guidelines or rules or policies could originate at the school, district, or state level.**

Yes	In development	No
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6.a. Limiting the sale of foods of low nutritional quality (e.g., sugar-sweetened beverages and candy) on school property

Yes	In development	No
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.b. Requiring that foods and beverages brought into school from outside sources (e.g., snacks, school celebrations) are predominantly healthy as outlined in F.1

Yes	In development	No
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**7. The school has funding to support healthy eating opportunities in school as described in items F.1 through F.5.**

**Note: These funds could be raised or received from public or private sources.**

Covers all/ most costs 81% - 100%	Usually covers costs 61% - 80%	Covers half the costs 41% - 60%	Covers some costs 21% - 40%	Rarely/never covers costs 0% - 20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Rate your confidence in your answers for this section (II.F):**

Very high	High	Medium	Low	Very low
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**G. GENERAL HEALTHY LIVING**

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1. The school or district has a representative wellness committee which has developed a plan for physical activity and nutrition policies and programs.

Yes  In development  No

If you chose Yes or In development in question 1, answer questions 1.a and 1.b. If you chose No, skip to question 2.

1.a. The wellness committee has funds available to foster implementing the plan and to evaluate progress.

Covers all/ most costs 81% - 100%  Usually covers costs 61% - 80%  Covers half the costs 41% - 60%  Somewhat covers costs 21% - 40%  Rarely/never covers costs 0% - 20%

1.b The wellness committee meets regularly.

≥ 4x / yr  3x / yr  2x / yr  1x / yr  < 1x / yr

2. The school's indoor facilities are open outside of school hours (e.g., after school, evenings, weekends, and during school vacations) for health promotion and education programs (e.g., physical activity/recreation, healthy eating, and food preparation) for students, staff, and community members.

Always/ almost always 81%-100%  Usually 61%-80%  About half the time 41%-60%  Sometimes 21%-40%  Rarely/ never 0%-20%

3. The school's outdoor facilities are open outside of school hours for health promotion and education programs (e.g., physical activity/recreation, healthy eating, gardening, and on-site farmers markets) for students, staff, and community members.

Always/ almost always 81%-100%  Usually 61%-80%  About half the time 41%-60%  Sometimes 21%-40%  Rarely/ never 0%-20%

4. The school collects students' height, weight, and BMI.

Yes  In development  No

If you chose Yes or In development in question 4, answer questions 4.a. and 4.b. If you chose No, skip to question 5.

4.a. The information is collected in a confidential way.  Always/almost always 81%-100%  Usually 61%-80%  About half 41%-60%  Sometimes 21%-40%  Rarely/never 0%-20%

4.b. The school shares the information with parents in writing to indicate if a student needs to see a health care provider due to being overweight/obese or underweight.  Always/almost always 81%-100%  Usually 61%-80%  About half 41%-60%  Sometimes 21%-40%  Rarely/never 0%-20%

5. Parents receive progress reports relating to physical education and physical activity programs that occur at school and their child's participation in the programs.

Always/ almost always 81%-100%  Usually 61%-80%  About half the time 41%-60%  Sometimes 21%-40%  Rarely/ never 0%-20%

6. Parents receive written information about available school lunch menus and healthy snack options.

Always/ almost always 81%-100%  Usually 61%-80%  About half the time 41%-60%  Sometimes 21%-40%  Rarely/ never 0%-20%

**7. Teachers/staff related to physical education, health education, and food services participate at least once a year in professional development, continuing education, or training opportunities, on-site (e.g., school, district) and/or off-site (e.g., city, state, national).**

All/almost all 81% - 100%	Most 61% - 80%	About half 41% - 60%	Some 21% - 40%	Few to none 0% - 20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Staff models positive behaviors related to physical activity by participating in physical activities with students.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Staff models positive behaviors related to healthy eating during snack and meal times by eating healthy snacks and meals themselves.**

Always/ almost always 81%-100%	Usually 61%-80%	About half the time 41%-60%	Sometimes 21%-40%	Rarely/ never 0%-20%
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Training and written guidelines or policies or rules support staff in modeling healthy living behaviors (e.g., physical activity and healthy eating).**

Yes	In development	No
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Students, parents, and the community have regular opportunities to provide feedback and suggestions on school physical activity and nutrition/food programs.**

≥ 4x / yr	3x / yr	2x / yr	1x / yr	<1x / yr or never
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. School staff regularly informs students and their families about community-based health and safety programs related to physical activity/recreation (e.g., youth sports and recreation programs and activities sponsored by organizations such as YMCA, Boys & Girls Club, American Cancer Society, and American Heart Association) and healthy eating/nutrition (e.g., Women, Infants, and Children (WIC); Food Stamp Program; activities sponsored by organizations such as American Cancer Society and American Heart Association).**

≥ 4x / yr	3x / yr	2x / yr	1x / yr	<1x / yr or never
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. School staff (e.g., school nurse or other health services provider; school's counseling, psychologist, social services provider, or other staff) regularly educate students and their families about health and safety topics (e.g., physically active recreation options, tips for packing healthy lunches, tips for providing rewards for students other than food, use of bike helmets and safe street crossing habits, safe food handling/food safety) through educational materials sent home and involvement in school-sponsored activities (e.g., parent-teacher meetings, parent seminars, food tastings, field days, bicycle rodeos, safety towns, family events, health fairs, and walkathons).**

≥ 4x / yr	3x / yr	2x / yr	1x / yr	<1x / yr or never
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Rate your confidence in your answers for this section (II.G):**

Very high	High	Medium	Low	Very low
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Click Next to view your score for this assessment.](#)

For your own records, please select the score you received for this assessment.

 <p>Planting the Seeds</p> <p>1</p> <input type="radio"/>	 <p>Nurturing for Growth</p> <p>2</p> <input type="radio"/>	 <p>Nourishing a Root System</p> <p>3</p> <input type="radio"/>	 <p>Cultivating Healthy Fruit</p> <p>4</p> <input type="radio"/>	 <p>Harvesting the Rewards</p> <p>5</p> <input type="radio"/>
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What stage of development do you see this site reaching *one year from today*?

You can download an explanation of these stages of development [here](#).

 <p>Planting the Seeds</p> <p>1</p> <input type="radio"/>	 <p>Nurturing for Growth</p> <p>2</p> <input type="radio"/>	 <p>Nourishing a Root System</p> <p>3</p> <input type="radio"/>	 <p>Cultivating Healthy Fruit</p> <p>4</p> <input type="radio"/>	 <p>Harvesting the Rewards</p> <p>5</p> <input type="radio"/>
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**Total Score: 33300**

