

Central City Cyberschool

HEALTHIER GENERATION ASSESSMENT

| Module | Number | Headline | Content | Your Response Value | Your Response |
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| School Health and Safety Policies and Environment | 101 | Representative school health committee or team | 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? | 2 | There is a committee or team that does this, but it could be more representative. |
| School Health and Safety Policies and Environment | 102 | Local wellness policies | <p>Has your school implemented 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 day that meet or exceed the USDA's requirements for school meals and competitive foods and beverages * 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 compliance with local wellness policy <p>By the start of the 2006-2007 school year, every school district participating in the federal meal program was required to establish a local school wellness policy. 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> | 2 | Our school has implemented most of these components. |
| School Health and Safety Policies and Environment | 103 | Recess | Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active? | 3 | Yes. |
| School Health and Safety Policies and Environment | 104 | Access to free drinking water | Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students? | 2 | Students can access water fountains or water filling stations throughout the school day, but they are not allowed to bring filled containers to class. |

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| School Health and Safety Policies and Environment | 105 | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards | Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards https://schools.healthiergeneration.org/{{internal_page_link_5216}} 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). | 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. |
| School Health and Safety Policies and Environment | 106 | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards | Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards https://schools.healthiergeneration.org/{{internal_page_link_5218}} for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School requirements). | 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. |
| School Health and Safety Policies and Environment | 107 | Prohibit using physical activity as punishment | Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed? Please do not consider issues related to participation in interscholastic sports programs when answering this question. | 3 | Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed. |
| School Health and Safety Policies and Environment | 108 | Prohibit withholding recess as punishment | Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed? | 2 | Yes, withholding recess as punishment is prohibited and this prohibition is consistently followed |
| School Health and Safety Policies and Environment | 109 | Prohibit using food as reward or punishment | Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed? | 3 | Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed. |
| School Health and Safety Policies and Environment | 110 | All foods & beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards | Do all foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations. Nutrition Standards for Foods https://schools.healthiergeneration.org/{{internal_page_link_5216}} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{{internal_page_link_5218}} | 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. |

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| School Health and Safety Policies and Environment | 111 | All foods & beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards | <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 style="text-align: center;">Nutrition Standards for Foods https://schools.healthiergeneration.org/{}{{internal_page_link_5216}} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{}{{internal_page_link_5218}}</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. |
| School Health and Safety Policies and Environment | 112 | All foods & beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards | <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 style="text-align: center;">Nutrition Standards for Foods https://schools.healthiergeneration.org/{}{{internal_page_link_5216}} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{}{{internal_page_link_5218}}</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. |
| School Health and Safety Policies and Environment | 113 | Access to physical activity facilities outside school hours | <p>Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?</p> <p>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> | 3 | Yes, both indoor and outdoor facilities are available.. |
| School Health and Safety Policies and Environment | 114 | Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards | <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 style="text-align: center;">Nutrition Standards for Foods https://schools.healthiergeneration.org/{}{{internal_page_link_5216}} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{}{{internal_page_link_5218}}</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. |

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| <p>School Health and Safety Policies and Environment</p> | <p>115</p> | <p>Written school health and safety policies</p> | <p>Does your school or district have written health and safety policies that include the following components?</p> <ul style="list-style-type: none"> * Rationale for developing and implementing the policy * Population for which the policy applies (e.g., students, staff, visitors) * Where the policy applies (e.g., on or off school property) <ul style="list-style-type: none"> * When the policy applies * Programs supported by the policy * Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policy * Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policy * Communication procedures (e.g., through staff meetings, professional development, website, staff handbook) of the policy <ul style="list-style-type: none"> * Procedures for addressing policy infractions * Definitions of terms | | |
| <p>School Health and Safety Policies and Environment</p> | <p>116</p> | <p>Communicate health and safety policies to students, parents, staff members, and visitors</p> | <p>Does your school communicate its school or district health and safety policies in all of the following ways?</p> <ul style="list-style-type: none"> * Signs (e.g., tobacco-free, weapon-free) <ul style="list-style-type: none"> * Staff member orientation * Staff meetings * Student orientation * Student handbook * Staff handbook or listserv * Employee contracts * Parent handbook, newsletters, or listserv * Policies included in contracts with outside vendors and organizations that use school facilities <ul style="list-style-type: none"> * Announcements at school events * School-sponsored meetings * Community meetings * School or district website | <p>1</p> | <p>In some of these ways.</p> |

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| School Health and Safety Policies and Environment | 117 | Positive school climate | <p>Does your school foster a positive psychosocial school climate using all of the following practices?</p> <ul style="list-style-type: none"> * Communicate clear expectations for learning and behavior to students, and share those expectations with families to encourage them to reinforce them at home * Foster pro-social behavior by engaging students in activities such as peer tutoring, classroom chores, service learning, and teacher assistance * Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices * Hold school-wide activities that give students opportunities to learn about diverse cultures and experiences * Use instructional materials that reflect the diversity of your student body * Challenge staff members to greet each student by name * Expect staff members to encourage students to ask for help when needed * Expect staff members to take timely action to solve problems reported by students or parents * Expect staff members to praise positive student behavior to students and their parents | 3 | Yes, our school fosters a positive psychosocial school climate by using all of these practices. |
| School Health and Safety Policies and Environment | 118 | Overcome barriers to learning | Does your school offer, to all students who need them, a variety of services designed to help students overcome barriers to learning? | 3 | Yes. |
| School Health and Safety Policies and Environment | 119 | Enrichment experiences | Does your school provide a broad variety of student enrichment experiences that are accessible to all students? | 3 | Yes. |
| School Health and Safety Policies and Environment | 120 | Standard precautions policy | <p>Does your school implement a standard precautions policy that includes all of the following components?</p> <ul style="list-style-type: none"> * Providing and requiring the use of latex or poly gloves and eye wear when exposed to blood and body fluids * Providing a hard-sided container for contaminated needles/sharps in offices where syringes may be used * Appropriate disinfecting of surface areas and clean-up materials after exposure to blood and body fluid * Instructions for appropriate disposal of contaminated materials (e.g., dressings, clothing, tissue/towels) * Procedures and follow-up for staff members who are exposed to blood | 3 | Yes, our school implements a standard precautions policy that includes all five of these components. |
| School Health and Safety Policies and Environment | 121 | Professional development on meeting diverse needs of students | Have all teachers received professional development on meeting the diverse cognitive, emotional, and social needs of children and adolescents in the past two years? | 3 | Yes, all teachers have received professional development on ways to meet the diverse needs of children and adolescents. |

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| School Health and Safety Policies and Environment | 122 | Prevent harassment and bullying | <p>Has the school established a climate, in each of the following ways, that prevents harassment and bullying?</p> <ul style="list-style-type: none"> * Staff members, students and parents are informed through a variety of mechanisms of policies defining harassment and bullying and explaining the consequences of such behaviors * Disciplinary policies are fairly and consistently implemented among all student groups * Staff members and students treat each other with respect and courtesy * Fair play and nonviolence is emphasized on the playground, on the school bus, and at school events * Students are encouraged to report harassment or bullying, including through anonymous reporting methods * Support is provided for victims of harassment or bullying | 3 | Yes, in each of these five ways. |
| School Health and Safety Policies and Environment | 123 | Active supervision | <p>Do staff members actively supervise students, in each of the following ways, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, and school bus)?</p> <ul style="list-style-type: none"> * Observing students and being available to talk to students before, during, and after school * Anticipating and effectively responding to unsafe situations <li style="padding-left: 20px;">* Discouraging pushing and bullying * Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others | 3 | Yes, in each of these four ways. |
| School Health and Safety Policies and Environment | 124 | Written crisis response plan | <p>Does your school have a written crisis response plan that includes preparedness, response, and recovery elements? Is the plan practiced regularly and updated as necessary?</p> | 3 | Yes, our school has a written crisis response plan that includes preparedness, response, and recovery efforts, and it is practiced and updated regularly. |
| School Health and Safety Policies and Environment | 125 | Student involvement in decision-making | <p>Are students actively engaged in school decision-making processes?</p> | 2 | Students are actively engaged in some school decision-making processes. |
| School Health and Safety Policies and Environment | 126 | Adequate physical activity facilities | <p>Are your physical activity facilities adequate in all of the following ways?</p> <ul style="list-style-type: none"> * Both indoor and outdoor spaces can be used by physical education classes, intramural programs or physical activity clubs, and interscholastic sports programs * Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes) * In physical education classes, all students can be physically active without overcrowding or safety risks <ul style="list-style-type: none"> * Facilities are accessible for persons with disabilities * For physical activity clubs and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks | 3 | Yes, in all five of these ways. |

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| School Health and Safety Policies and Environment | 128 | Food and beverage advertising and promotion | <p>Does your school limit food and beverage advertising and promotion (e.g., contests or coupons) on school property to foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?</p> <p>This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags. Examples may include, but are not limited to, in-school media, signs, posters and stickers.</p> <p style="text-align: center;">Nutrition Standards for Foods https://schools.healthiergeneration.org/{{internal_page_link_5216}} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{{internal_page_link_5218}}</p> | 3 | Yes, only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, or no foods and beverages are advertised or promoted on school property. |
| School Health and Safety Policies and Environment | 129 | Hands washed before meals and snacks | Do all teachers schedule time for students to wash their hands before meals and snacks? | 3 | Yes, all do. |
| Health Education | 201 | Health education taught in all grades | Do students receive health education instruction in all grades? | 3 | Yes, in all grades. |
| Health Education | 202 | Required health education course | Does your school or district require all students to take and pass at least one health education course? NOTE: If school has more than four grade levels (eg. 7-12) in same building answer this question instead: "Does the school require all students to take and pass at least two health education courses?" | 3 | Yes. |

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| Health Education | 203 | Essential topics on physical activity | <p>Does your health education curriculum address all or these topics on physical activity?</p> <ul style="list-style-type: none"> * The physical, psychological, or social benefits of physical activity <ul style="list-style-type: none"> * How physical activity can contribute to a healthy weight * How physical activity can contribute to the academic learning process <ul style="list-style-type: none"> * How an inactive lifestyle contributes to chronic disease * Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <ul style="list-style-type: none"> * Differences between physical activity, exercise, and fitness * Phases of an exercise session, that is, warm up, workout, and cool down <ul style="list-style-type: none"> * Overcoming barriers to physical activity * Decreasing sedentary activities, such as TV watching * Opportunities for physical activity in the community <ul style="list-style-type: none"> * Preventing injury during physical activity * Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active * Social influences on physical activity, including media, family, peers, and culture * How to find valid information or services related to physical activity and fitness * How to take steps to achieve the personal goal to be physically active * How to influence, support, or advocate for others to engage in physical activity * How to resist peer pressure that discourages physical activity <p>Consider using CDC's Health Education Curriculum Analysis Tool (HECAT),</p> <p style="text-align: center;">http://www.cdc.gov/healthyyouth/HECAT/</p> <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</p> | 2 | Addresses most of these topics. |
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| Health Education | 204 | Essential topics on healthy eating | <p style="text-align: center;">topics on healthy eating?</p> <ul style="list-style-type: none"> * The relationship between healthy eating and personal health and disease prevention <ul style="list-style-type: none"> * Food guidance from MyPlate http://www.choosemyplate.gov/ * Reading and using food labels * Eating a variety of foods every day * Balancing food intake and physical activity * Eating more fruits, vegetables and whole grain products * Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat * Choosing foods and beverages with little added sugars <ul style="list-style-type: none"> * Eating more calcium-rich foods * Preparing healthy meals and snacks * Risks of unhealthy weight control practices <ul style="list-style-type: none"> * Accepting body size differences * Food safety * Importance of water consumption * Importance of eating breakfast * Making healthy choices when eating at restaurants <p>* Social influences on healthy eating, including media, family, peers, and culture</p> <p>* How to find valid information or services related to nutrition and dietary behavior</p> <p>* How to take steps to achieve the personal goal to eat healthfully</p> <p>* Resisting peer pressure related to unhealthy dietary behavior</p> <p>* Influencing, supporting, or advocating for others' healthy dietary behavior</p> <p>Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), http://www.cdc.gov/healthyyouth/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</p> | 2 | Addresses most of these topics. |
| Health Education | 205 | Sequential health education curriculum consistent with standards | <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?</p> <p>Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), http://www.cdc.gov/healthyyouth/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> <p>View National Health Education Standards {internal_page_link_6429}</p> | 3 | Yes. |
| Health Education | 206 | Opportunities to practice skills | <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> | 3 | Yes, all do. |

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| Health Education | 207 | Professional development in health education | Do all teachers of health education participate at least once a year in professional development in health education? | 3 | Yes, all do. |
| Health Education | 208 | Health education grading | Do students earn grades for required health education courses? Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)? If a student does not pass health education courses, the school should require repeating the course as with other academic subjects. | 3 | Yes. (Note: If the school does not give academic recognition but does give a grade, you can select this answer.) |
| Health Education | 209 | Active learning strategies | Do all teachers of health education use active learning strategies and activities that students find enjoyable and personally relevant? | 3 | Yes, all do. |
| Health Education | 210 | Culturally appropriate activities and examples | Do all teachers of health education use a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity? | 3 | Yes, all do. |
| Health Education | 211 | Assignments encourage student interaction with family and community | Do all teachers of health education use assignments or projects that encourage students to have interactions with family members and community organizations? | 1 | Some do. |
| Health Education | 212 | Credentialed health education teachers | Are all health education classes taught by credentialed health education teachers? | 3 | Yes, all are. |
| Health Education | 213 | Professional development in delivering curriculum | Have all teachers of health education received professional development in delivery of the school's health and safety curriculum in the past two years? | 3 | Yes, all have. |
| Health Education | 214 | Professional development in classroom management techniques | Have all teachers received professional development in classroom management techniques in the past two years? | 3 | Yes, all have. |
| Physical Education and Other Physical Activity Programs | 301 | 150 minutes of physical education per week | Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year? Physical education classes should be spread over at least three days per week, with daily physical education preferable. | 2 | 90-149 minutes per week for all students in each grade throughout the school year. |
| Physical Education and Other Physical Activity Programs | 302 | Years of physical education | How many years of physical education are students at this school required to take? | 3 | The equivalent of all academic years of physical education |

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| Physical Education and Other Physical Activity Programs | 303 | Sequential physical education curriculum consistent with standards | <p>Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below)?</p> <p>Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), http://www.cdc.gov/healthyyouth/PECAT/ which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p> <p>View National Standards for Physical Education https://schools.healthiergeneration.org/{{internal_page_link_6434}}</p> | 3 | Yes. |
| Physical Education and Other Physical Activity Programs | 304 | Health-related fitness | <p>Does the physical education program integrate the components of the Presidential Youth Fitness Program?</p> <p>* Fitness assessment using Fitnessgram http://www.pyfp.org/assessment/free-materials.shtml A*</p> <p>* Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.</p> <p>* Recognition of students meeting Healthy Fitness Zones or their physical activity goals.</p> | 3 | Yes, all 3 components of the PYFP are integrated. |
| Physical Education and Other Physical Activity Programs | 305 | Promote community physical activities | <p>Does the physical education program use three or more methods to promote student participation in a variety of community physical activity options?</p> <p>* Class discussions * Bulletin boards * Public address announcements * Guest speakers who promote community programs * Take-home flyers * Homework assignments * Newsletter articles</p> | 3 | Yes, through three or more methods. |

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| Physical Education and Other Physical Activity Programs | 306 | Address special health care needs | <p>Does the physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?</p> <ul style="list-style-type: none"> * Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, asthma action plans, or 504 plans <li style="padding-left: 20px;">* Offering adapted physical education classes <li style="padding-left: 20px;">* Using modified equipment and facilities * Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able <li style="padding-left: 20px;">* 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 <li style="padding-left: 20px;">* Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise) <li style="padding-left: 20px;">* Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed * Using peer teaching (e.g., teaming students without special health care needs with students who have such needs) | 2 | The physical education program uses some of these instructional practices consistently. |
| Physical Education and Other Physical Activity Programs | 307 | Promotion or support of walking and bicycling to school | <p>Does your school promote or support walking and bicycling to school in the following ways?</p> <ul style="list-style-type: none"> <li style="padding-left: 40px;">* 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 <li style="padding-left: 20px;">* Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) <li style="padding-left: 20px;">* Instruction on walking/bicycling safety provided to students * Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper <li style="padding-left: 40px;">* Crossing guards are used <li style="padding-left: 40px;">* Crosswalks exist on streets leading to schools <li style="padding-left: 40px;">* Walking school buses are used <li style="padding-left: 40px;">* 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, pathways, bike racks, etc.) | 2 | Our school promotes or supports walking and bicycling to school in three to five of these ways. |

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| Physical Education and Other Physical Activity Programs | 308 | Availability of before- and after-school physical activity opportunities | Does your school offer opportunities for students to participate in physical activity before and after the school day for example, through organized physical activities or access to facilities or equipment for physical activity? | 3 | Yes. Both before and after the school day |
| Physical Education and Other Physical Activity Programs | 309 | Availability of physical activity breaks in classrooms | Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods? Physical activity breaks are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5-30 minutes, and occur all at one time or several times during the school day. | 3 | Yes, on all days during a typical school week |
| Physical Education and Other Physical Activity Programs | 310 | Students active at least 50% of class time | Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions? | 3 | Yes, during most or all classes. |
| Physical Education and Other Physical Activity Programs | 311 | Professional development for teachers | Are teachers of physical education required to participate at least once a year in professional development in physical education? | 3 | Yes, all do. |
| Physical Education and Other Physical Activity Programs | 312 | Licensed physical education teachers | Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education? | 3 | Yes, all are. |
| Physical Education and Other Physical Activity Programs | 313 | 225 minutes of physical education per week | Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year? Physical education classes should be spread over at least three days per week, with daily physical education preferable. | 1 | 90-134 minutes per week for all students in each grade throughout the school year. |
| Physical Education and Other Physical Activity Programs | 314 | Time requirement for length of physical education class | Does your school have a time requirement for the length of physical education classes? | 1 | Yes. Physical education classes are scheduled for the equivalent of 90 minutes per week. |
| Physical Education and Other Physical Activity Programs | 315 | Adequate teacher/student ratio | Do physical education classes have a student/teacher ratio comparable to that of other classes? | 3 | Yes. |

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| Physical Education and Other Physical Activity Programs | 316 | Information and materials for physical education teachers | <p>information and materials to assist in delivering quality physical education?</p> <ul style="list-style-type: none"> * Goals, objectives, and expected outcomes for physical education <ul style="list-style-type: none"> * A written physical education curriculum * A chart scope and sequence for instruction * A plan for assessing student performance * Physical activity monitoring devices, such as pedometers, heart rate monitors * Physical activity monitoring devices, such as pedometers, heart rate monitors * Internet resources, such as SHAPE America online tools and resources or PE Central <ul style="list-style-type: none"> * The Presidential Youth Fitness Program * Protocols to assess or evaluate student performance in physical education * Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity * Learning activities that actively engage students with long-term physical medical, or cognitive disabilities in physical education | 2 | Teachers of physical education are provided with four to seven kinds of these materials. |
| Physical Education and Other Physical Activity Programs | 317 | Physical education grading | Do students earn grades for required physical education courses? Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)? | 3 | Yes. |
| Physical Education and Other Physical Activity Programs | 318 | Prohibit exemptions or waivers for physical education | Does the school prohibit exemptions or waivers for physical education? | 2 | Yes, but occasional exceptions or waivers are made. |
| Physical Education and Other Physical Activity Programs | 319 | Individualized physical activity and fitness plans | Do students design and implement their own individualized physical activity and fitness plans as part of the physical education program? Do teachers of physical education provide ongoing feedback to students on progress in implementing their plans? | 3 | Yes. |

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| Physical Education and Other Physical Activity Programs | 320 | Physical education safety practices | <p>Does the physical education program implement and enforce all of the following safety practices?</p> <ul style="list-style-type: none"> * Practice active supervision * Encourage pro-social behaviors * Use protective clothing and safety gear that is appropriate to child's size and in good shape * Use safe, age-appropriate equipment * Minimize exposure to sun (including through use of sunscreen), smog, and extreme temperatures * Use infection control practices for handling blood and other body fluids * Monitor the environment to reduce exposure to potential allergens or irritants (e.g., pollen, bees, strong odors) | 3 | Yes, all these safety practices are followed. |
| Physical Education and Other Physical Activity Programs | 321 | Playgrounds meet safety standards | <p>Does your school or district ensure that playgrounds meet or exceed recommended safety standards for design, installation, and maintenance, in all of the following ways?</p> <ul style="list-style-type: none"> * Using recommended safety surfaces under playground equipment * Using developmentally-appropriate equipment designed with spaces and angles that preclude entrapment * Designating boundaries around equipment (e.g., swings) so that students on foot are unlikely to be struck * Separating playgrounds from motor vehicle and bicycle traffic * Maintaining equipment for safe use and removing unsafe equipment * Ensuring that staff members are trained in developmental appropriateness of different types of playground equipment * Developing, implementing, and enforcing rules for safe use of the playground (e.g., no running or pushing, no use of age-inappropriate equipment) <p>Please disregard any standard that is not relevant for your campus.</p> | 3 | Yes, all these safety standards are met. |
| Physical Education and Other Physical Activity Programs | 322 | Participation in intramural programs or physical activity clubs | Do both boys and girls participate in school-sponsored intramural programs or physical activity clubs? | 3 | Yes, many boys and girls participate in school-sponsored intramural programs or physical activity clubs. |
| Physical Education and Other Physical Activity Programs | 323 | Availability of interscholastic sports | Does your school offer at least eight different interscholastic sports to both boys and girls? | 3 | Yes, our school offers at least eight different interscholastic sports to both boys and girls. |

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| Physical Education and Other Physical Activity Programs | 324 | Training requirements for sports coaches | <p>Does your school or district require all interscholastic sports coaches to have training in the sport(s) they coach that reflects competency in the skills and knowledge outlined in the National Standards for Sports Coaches?</p> <p style="text-align: center;">National Standards for Sports Coaches The 40 standards are grouped into the following eight domains:</p> <ol style="list-style-type: none"> 1. Philosophy and ethics 2. Safety and injury prevention 3. Physical conditioning 4. Growth and development 5. Teaching and communication 6. Sports skills and tactics 7. Organization and administration 8. Evaluation <p style="text-align: center;">National Association for Sport and Physical Education. Quality Coaches, Quality Sports: National Standards for Sports Coaches, 2nd edition, 2006.</p> | 2 | Our school or district requires training but does not require that the training reflect competency in the skills and knowledge outlined in the National Standards for Sports Coaches. |
| Physical Education and Other Physical Activity Programs | 325 | Physical activity facilities meet safety standards | <p>Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?</p> <ul style="list-style-type: none"> * Regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields * Regular inspection and repair of physical activity equipment such as balls, jump ropes, nets, cardiovascular machines, weights, and weight lifting machines <ul style="list-style-type: none"> * Padded goal posts and gym walls * Breakaway bases for baseball and softball * Securely anchored portable soccer goals that are stored in a locked facility when not in use <ul style="list-style-type: none"> * Bleachers that minimize the risk for falls * Slip-resistant surfaces near swimming pool use * Pools designed, constructed, and retrofitted to eliminate entrapment use | 3 | Yes, all these safety standards are met. |

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| Physical Education and Other Physical Activity Programs | 326 | Athletics safety requirements | <p style="text-align: center;">Does your school athletic program implement and enforce all the following safety requirements?</p> <ul style="list-style-type: none"> * Require physical examination by physician before participation * Avoid excesses in training regime that may result in injuries (e.g., heat stroke, exhaustion, dehydration, sprains, strains) * Establish criteria, including clearance by a health-care provider, before allowing further participation in practice or reentry into game play after a head injury * Reward good sportsmanship, teamwork, and adherence to safety rules <ul style="list-style-type: none"> * Strictly enforce prohibitions against alcohol and drug use * Strictly enforce prohibitions against violence and aggression by students, spectators, coaches, and other persons during sporting events * Strictly enforce prohibitions against dangerous athletic behaviors (e.g., spearing in football, high sticking in hockey, throwing bat in baseball) * Report all sports-related injuries to the appropriate authority | 3 | Yes, all these safety requirements are met. |
| Nutrition Services | 401 | Breakfast and lunch programs | Does your school offer school meals (breakfast and lunch) programs that are fully accessible to all students? | 3 | Yes. |

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| Nutrition Services | 402 | Variety of foods in school meals | <p style="text-align: center;">criteria?</p> <p style="text-align: center;">LUNCH</p> <ul style="list-style-type: none"> * Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 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) <ul style="list-style-type: none"> * Offer fresh fruit at least 1 day per week * Offer foods that address the cultural practices of the student population * Offer an alternative entrée option at least one time per week that is legume based, reduced fat dairy or fish based (including tuna) * Offer at least 3 different types of whole grain-rich food items each week <p style="text-align: center;">BREAKFAST</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) <ul style="list-style-type: none"> * Offer fresh fruit at least 1 day per week <p>A school meal is a set of foods that meets school meal program regulations. This does not include À la carte offerings.</p> | 3 | Yes, meets six to eight of these criteria for variety. |
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| Nutrition Services | 403 | Promote healthy food and beverage choices using Smarter Lunchroom techniques | <p style="text-align: center;">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) <ul style="list-style-type: none"> * Sliced or cut fruit is available daily * Daily fruit options are displayed in a location in the line of sight and reach of students <ul style="list-style-type: none"> * 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 * All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal <ul style="list-style-type: none"> * 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 is displayed in the service and/or dining areas. * Daily announcements are used to promote and market menu options | 1 | Healthy food and beverage choices are promoted through one to four of these techniques. |
| Nutrition Services | 404 | Annual continuing education and training requirements for school nutrition services staff | 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. | 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. |
| Nutrition Services | 405 | Venues outside the cafeteria offer fruits and vegetables | <p>Do most 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 style="text-align: center;">Note: If the school does not have any food venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), answer "Yes".</p> | 3 | Yes, most or all venues outside the cafeteria do. |

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| Nutrition Services | 406 | Collaboration between nutrition services staff members and teachers | <p>Do nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?</p> <ul style="list-style-type: none"> * Participate in design and implementation of nutrition education programs * Display educational and informational materials that reinforce classroom lessons * Provide food for use in classroom nutrition education lessons <ul style="list-style-type: none"> * Provide ideas for classroom nutrition education lessons * Teach lessons or give presentations to students * Provide cafeteria tours for classes | 1 | Use one of these methods. |
| Nutrition Services | 407 | Adequate time to eat school meals | <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? Is your school implementing any Farm to School activities?</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 |
| Nutrition Services | 408 | Farm to School activities. | <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 <ul style="list-style-type: none"> * School hosts a school garden * School hosts field trips to local farms * School utilizes promotions or special events, such as tastings, that highlight the local/regional products | 0 | No, our school is not implementing any of these activities. |

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| Nutrition Services | 409 | Healthy food purchasing and preparation practices | <p style="text-align: center;">healthier foods are purchased and prepared for service?</p> <ul style="list-style-type: none"> * Spoon solid fat from chilled meat and poultry broth before use * Use specifications requiring lower sodium content in prepared foods such as hamburgers, pizza, chicken nuggets, etc.; and canned products such as vegetables, sauces, etc. * Use specifications requiring lower added sugar content in prepared foods such a whole grain cold cereals or cereal bars (e.g., candy or yogurt coated); breakfast items such as pancakes or waffles (e.g., infused with syrup); and canned products such as fruit (e.g., packed heavy syrup). <li style="padding-left: 40px;">* Roast, bake or broil meat rather than fry it <li style="padding-left: 40px;">* Prepare vegetables by steaming or baking <li style="padding-left: 40px;">* Prepare vegetables using little or no fat * Cook with nonstick spray or pan liners rather than with grease or oil * Use frozen vegetables or low-sodium canned vegetables instead of regular canned vegetables <li style="padding-left: 40px;">* Use products that are locally grown or produced such as milk, produce and/or meats, chicken or fish * Follow standardized recipes that are low in fats, oils, sodium and added sugars * Use other seasonings, including fresh herbs, in place of salt. Herbs could be from school gardens or local markets. | 3 | Yes, follows ten to eleven of these practices. |
| Nutrition Services | 410 | Clean, safe, pleasant cafeteria | <p style="text-align: center;">Does the school provide students with a clean, safe, and pleasant cafeteria, according to the following criteria?</p> <ul style="list-style-type: none"> * Physical structure (e.g., walls, floor covering) does not need repairs * Tables and chairs are not damaged and are of appropriate size for all students * Seating is not overcrowded (i.e., never more than 100% of capacity) <li style="padding-left: 40px;">* Rules for safe behavior (e.g., no running, no throwing food or utensils) are enforced <li style="padding-left: 40px;">* Tables and floors are cleaned between lunch periods or shifts <li style="padding-left: 40px;">* Age-appropriate decorations are used * Appropriate practices are used to prevent excessive noise levels (e.g., no whistles) <li style="padding-left: 40px;">* Smells are pleasant and not offensive * Appropriate eating devices are available when needed for students with special health care needs | 2 | Meets five to eight of these criteria. |

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| Nutrition Services | 411 | Preparedness for food emergencies | <p>Are school nutrition service staff members and cafeteria monitors (e.g., teachers, aides) trained to respond quickly and effectively to the following types of food emergencies?</p> <ul style="list-style-type: none"> * Choking * Natural disasters (e.g., electrical outages affecting refrigeration) * Medical emergencies (e.g., severe food allergy reactions, diabetic reactions) * Attempts to introduce biological or other hazards into the food supply * Situations that require students or others to shelter in the school | 3 | Yes, trained for all five types of emergencies. |
| Health Services | 501 | Health services provided by a full-time school nurse | <p>Does your school have a full-time, registered school nurse responsible for health services all day, every day? Are an adequate number of full-time school nurses provided, based on the recommended ratio of at least one nurse for every 750 students?</p> <p>More nurses are recommended if students have extensive nursing needs.</p> | | |
| Health Services | 502 | Health and safety promotion for students and families | <p>Does the school nurse or other health services provider promote the health and safety of students and their families, through classroom activities and otherwise, on each of these topics?</p> <ul style="list-style-type: none"> * Promoting physical activity * Promoting healthy eating * Preventing tobacco use * Quitting tobacco use * Preventing unintentional injuries * Preventing violence and suicide * Managing asthma * Preventing HIV, other STD, and unintended pregnancy | | |
| Health Services | 503 | Collaborate with other school staff members | <p>Does the school nurse or other health services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?</p> <ul style="list-style-type: none"> * Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans) * Providing professional development * Developing policy * Identifying, revising or developing curricula or units/lessons * Developing and implementing school-wide and classroom activities * Developing School Improvement Plans * Establishing communication systems with other school staff | | |

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| Health Services | 504 | Identify and track students with chronic health conditions | Does the school nurse or other health services provider have a system for identifying and tracking students with chronic health conditions? | | |
| | | | <p>following components) for referring students, as needed, to appropriate school- or community-based health services?</p> <ul style="list-style-type: none"> * Contact parents of students identified as potentially needing additional health services and recommend that the students be evaluated by their primary health care provider or specialist. * Contact parents of students without a primary health care provider and give information about child health insurance programs and primary care providers. * Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff. * Staff members are given clear guidance on referring students to school counseling, psychological and social services. * Referral forms are easy for staff members to access, complete, and submit confidentially. * A designated staff person (e.g., school nurse, counselor) regularly reviews and sorts referral forms and conducts initial screening. * With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA. * Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable. * A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback) * Meetings are held with all relevant parties to discuss referral alternatives. * Potential barriers (e.g., cost, location, transportation, stigma) and how to overcome them are discussed. * Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service. * A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA. * Professional development is provided to all staff members about the | | |
| Health Services | 505 | Implement a referral system | | | |
| Health Services | 506 | Student health information | Does your school have a system for collecting student health information prior to school entry and every year thereafter? Is all pertinent information communicated in writing to all appropriate staff members? | | |
| Health Services | 507 | Consulting school health physician | Does your school have access to and work with a consulting school health physician who assists with your school health programs? | | |

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| Health Services | 508 | Food allergy management plan | <p>Does your school have a plan to address food allergy management and prevention (e.g., Food Allergy Management and Prevention Plan) which includes the following priorities needed to manage food allergies in the school setting?</p> <ul style="list-style-type: none"> * Ensure daily management of food allergies for individual children (e.g., identifying children with food allergies, a plan to manage and reduce risks of food allergy reactions) * Prepare for food allergy emergencies (e.g., easy to use communication systems, easy access to epinephrine auto-injectors, plans for contacting emergency medical services, identification of staff roles in emergencies) * Provide professional development on food allergies for staff (e.g., general training on food allergies for all staff, in-depth training for staff who have frequent contact with children with food allergies, specialized training for staff responsible for managing children with food allergies) * Educate children and family members about food allergies (e.g., teach all children, all parents and families about food allergies) * Create and maintain a healthy and safe educational environment (e.g., limit exposure to food allergens, develop food-handling policies to prevent unintentional contact, make outside groups aware of food allergy policies and rules when they use school facilities, create a positive psychosocial climate) | | |
| Counseling, Psychological & Social Services | 601 | Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist | <p>Does your school have access to a full-time counselor, social worker, and psychologist for providing counseling, psychological, and social services? Is an adequate number of these staff members provided based on the following recommended ratios?</p> <ul style="list-style-type: none"> * One counselor for every 250 students * One social worker for every 400 students * One psychologist for every 1,000 students | | |
| Counseling, Psychological & Social Services | 602 | Health and safety promotion and treatment | <p>Does the counseling, psychological, or social services provider promote the emotional, behavioral, and mental health of and provide treatment to students and families in the following ways?</p> <ul style="list-style-type: none"> * 1-on-1 counseling/sessions * Small group counseling/sessions * Classroom-based health promotion and prevention * School-wide health promotion and prevention | | |

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| Counseling, Psychological & Social Services | 603 | Collaborate with other school staff members | <p>Does the counseling, psychological, or social services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?</p> <ul style="list-style-type: none"> * Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans) * Providing professional development * Developing policy * Identifying, revising or developing curricula or units/lessons * Developing and implementing school-wide and classroom activities * Developing School Improvement Plans * Establishing communication systems with other school staff | | |
| Counseling, Psychological & Social Services | 604 | Identify and track students with emotional, behavioral and mental health needs | <p>Does the counseling, psychological, or social services provider have a system for identifying and tracking students with emotional, behavioral, and mental health needs?</p> | | |
| Counseling, Psychological & Social Services | 605 | Establish referral system | <p>following components) for referring students, as needed, to appropriate school- or community-based counseling, psychological, and social services?</p> <ul style="list-style-type: none"> * Case management, including assessment, referral, education, support, and monitoring, is offered. * Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff. * Staff members are given clear guidance on referring students to school counseling, psychological, and social services. * Referral forms are easy for staff members to access, complete, and submit confidentially. * A designated staff person (e.g., school counselor, social worker, or psychologist) regularly reviews and sorts referral forms and conducts initial screening. * With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA. * Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable. * A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback, types of insurance accepted) * Meetings are held with all relevant parties to discuss referral alternatives. | | |

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| Counseling, Psychological & Social Services | 606 | Aid students during transitions | <p>Does your school aid students during school and life transitions (such as changing schools or changes in family structure) in the following ways?</p> <ul style="list-style-type: none"> * Matching new students with another student or buddy * Opportunities for students to check-in with a trusted adult * Orientation programs that focus on adapting to transitions | | |
| Health Promotion for Staff | 701 | Health assessments for staff members | Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year? | 0 | Health assessments are not offered at least once a year. |
| Health Promotion for Staff | 702 | Programs for staff members on physical activity/fitness | Does the school or district offer staff members accessible and free or low-cost physical activity/fitness programs? | 0 | Does not offer physical activity/fitness programs. |
| Health Promotion for Staff | 703 | Modeling healthy eating and physical activity behaviors | <p>Does your school support staff to model healthy eating and physical activity behaviors?</p> <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 foods and beverages to bring in or consume during the regular or extended school day * Provide staff with information or strategies on how to incorporate physical activity into classrooms * Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior | 1 | Yes, our school uses 1-2 of the strategies to support staff to model healthy eating and physical activity behaviors |

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| Health Promotion for Staff | 704 | Promote staff member participation | <p>Does your school or district use three or more methods to promote and encourage staff member participation in its health promotion programs?</p> <ul style="list-style-type: none"> * Information at orientation for new staff members * Information included with paycheck * Flyers posted on school bulletin boards * Letters mailed directly to staff * Announcements at staff meetings * Articles in staff newsletters * Incentive/reward programs * Public recognition * 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 | 1 | Uses one of these methods. |
| Health Promotion for Staff | 705 | Programs for staff members on healthy eating/weight management | Does the school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost? | 0 | Does not offer healthy eating/weight management programs. |
| Health Promotion for Staff | 706 | All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards | <p>Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards?</p> <p style="text-align: center;">Nutrition Standards for Foods https://schools.healthiergeneration.org/{}internal_page_link_5216{} / Nutrition Standards for Beverages https://schools.healthiergeneration.org/{}internal_page_link_5218{}</p> | 0 | No, no foods and beverages align with Smart Snacks. |
| Health Promotion for Staff | 707 | Health education for staff members | Does your school or district offer staff members health education and health-promoting activities that focus on skill development and behavior change and that are tailored to their needs and interests? | 0 | No, health education is not offered. |
| Health Promotion for Staff | 708 | Stress management programs for staff | Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year? | 0 | Stress management programs are not offered at least once a year. |
| Health Promotion for Staff | 709 | Breastfeeding policy | <p>Does your school have a breastfeeding policy that includes the following components?</p> <ul style="list-style-type: none"> * Work schedule flexibility, including breaks and work patterns to provide time for expression of milk <ul style="list-style-type: none"> * Private location to breastfeed or express milk * Refrigerator for safe storage of expressed milk * Access nearby to a clean, safe water source and a sink for washing hands and rinsing out any breast-pumping equipment | | |

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| Family & Community Involvement | 801 | Family and community involvement in school decision making | <p>Do families and other community members help with school decision making?</p> <p>This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.</p> | 1 | Families and community members are offered opportunities to provide input into school decision making but are not otherwise engaged. |
| Family & Community Involvement | 802 | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. | Do students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served and offered on school campus and feedback on the meal programs and other foods and beverages sold, served and offered on school campus? | 3 | Yes, both students and family members have opportunities to provide suggestions and feedback |
| Family & Community Involvement | 803 | Family and community access to school facilities | 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? | 2 | Community members have limited access to school facilities. |
| Family & Community Involvement | 804 | Communicate with families | Does your school communicate with all families in a culturally- and linguistically-appropriate way, using a variety of communication methods, about school-sponsored activities and opportunities to participate in school health programs and other community-based health and safety programs? | 3 | Yes, all families are communicated with in a culturally- and linguistically-appropriate way using a variety of communication methods. |
| Family & Community Involvement | 805 | Effective parenting strategies | <p>Does your school's family education program address all of the following effective parenting strategies?</p> <ul style="list-style-type: none"> * Praising and rewarding desirable behavior * Staying actively involved with children in fun activities * Making time to listen and talk with their children * Setting expectations for appropriate behavior and academic performance * Sharing parental values * Communicating with children about health-related risks and behaviors * Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer) * Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening) * Monitoring children's daily activities (knowing child's whereabouts and friends) * Modeling nonviolent responses to conflict * Modeling healthy behaviors * Emphasizing the importance of children getting enough sleep * Providing a supportive learning environment in the home | 3 | Yes, addresses all of these topics. |

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| Family & Community Involvement | 806 | Family and community volunteers | Does your school or district have a formal process to recruit, train, and involve family and other community members as volunteers to enrich school health and safety programs? | 1 | Our school or district does not recruit or train, but involves parents and community members when needed. |
| Family & Community Involvement | 807 | Family involvement in learning at home | Does your school provide opportunities for family members to reinforce learning at home? | 3 | Yes, our school provides family members with opportunities to reinforce learning at home. |