Corbin Independent Schools
2017 Healthy Schools Program Assessment

Module 1 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?

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes.				✓			✓		✓	
2 = There is a committee or team that does this, but it could be more representative of the school and include more individuals from across the school community.								✓		
1 = There is a committee or team, but it is not representative of the school community, or it meets less often than four times a year.			✓			✓				
0 = No.	✓	✓		✓	✓					

102 Local wellness policies

Has your school implemented the following components of the local education agency's (LEA) or district's local school wellness policy?

- Specific goals for nutrition education and promotion activities
- Specific goals for physical activity opportunities
- Specific goals for other school-based activities that promote student
- Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School.
- Standards for all foods and beverages provided, but not sold, to students during the day (e.g., in classroom parties or classroom snacks brought by parents)
- Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day.
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy
- Identified one or more school official(s) who have the authority and responsibility to ensure each school complies with the policy
- Informed and updated the public (including parent's, students, and others in the community) about the local school wellness policy on an annual basis

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• At least once every three years, measure the extent to which schools are in compliance with the local school wellness policy, the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and made this assessment available to the public.										
By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under it's jurisdiction. In addition, beginning July 1, 2014, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger- Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf). USDA's Smart Snacks in School nutrition standards are prctical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016. Your school health team should review your district's local wellness policy before completing this question.										
3 = Yes, our school has implemented all of these components.			✓	✓					✓	✓
2 = Our school has implemented most of these components.					✓	✓	✓	✓		
1 = Our school has implemented a few of these components.		✓								
0 = No, we have not implemented any of these components, or our policy does not include any of these components, or our district does not have a local wellness policy.	✓									
103 Recess (Elementary Only):										
Are students provided at lease 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?										
3 = Yes, recess is provided for at lease 20 minutes each day, and teachers or recess monitors encourage students to be active.					✓	✓	✓	✓	✓	✓
2 = Recess is rovided for at least 20 minutes each day, but teachers or recess montors do not encourage students to be active.										
1 = Recess is provided each day but for less than 20 minutes or it is provided on some days but not all days.										
0 = Recess is not provided on any day.										
104 Access to free drinking water:										
Does your school make safe, unflavored, drinking water available throughout the										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes, students can access water fountains or water filling stations throughout the school day, and they are allowed to bring filled containers to class.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.										
1 = Students have limited access to water fountains or water filling stations throughout the school day.										
0 = No, students do not have access to free, safe, unflavored, drinking water.										
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 for all foods sold to students (commonly called Smart Snacks in School)? This includes a la cart, 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.			✓	✓	✓	✓	✓	✓	✓	✓
2 = Most competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.	✓	✓								
1 = Some competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.										
0 = No, no competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.										
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 for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la cart, 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 = Most competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.										
1 = Some competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
0 = No, no competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.										
107 Prohibit using physical activity as punishment:										
Does the school prohibit using physcial activity and withholding physical edication class as punishment? Is this prohibition consistently followed?										
NOTE: Please do no 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 prohibituions are consistently followed.	✓	✓		✓	✓	✓	✓	✓	✓	✓
2 = One of these practices is prohibited, and this prohibition is consistently followed.										
1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.										
0 = Neither practice is prohibited.			✓							
108 Prohibit withholding recess as punishment (Elementary Only) :										
Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?										
3 = Yes, withholding recess as punishment is a written policy and this prohibition is consistently followed.									✓	✓
2 = Yes, withholding recess as punishment is prohibited and this prohibition is consistently followed.					✓	✓	✓	✓		
1 = Yes, withholding recess as punishment is prohibited but this prohibition is not consistently followed.										
0 = This practice is not prohibited.										
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.							✓	✓		
2 = One of these practices is prohibited, and this prohibition is consistently followed.	✓	✓		✓	✓	✓			✓	✓
1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.										
0 = Neither practice is prohibited.			✓							
110 All foods & beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards:										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
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.										
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.					✓	✓	✓	✓	✓	✓
2 = Most foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.	✓	✓	✓	✓						
1 = Some foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.										
0 = No, no foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.										
111 All foods & beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards:										
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.										
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.					✓	✓			✓	✓
2 = Most foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.							✓	✓		
1 = Some foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.	✓	✓	✓	✓						
0 = No, no foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.										
112 All foods & beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards:										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
Do all foods and beverages served and offered to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks and meals served in the extended school day that are not part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties and school wide celebrations.										
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.					✓	✓			✓	✓
2 = Most foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.										
1 = Some foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.	✓	✓	✓	✓			✓	✓		
0 = No, no foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.										
113 Access to physical activity facilities outside school hours:										
Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?										
NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a reguar practice or through a formal, written joint or shared use agreement. A joint use or shared use 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.										
3 = Yes, both indoor and outdoor facilities are available.					✓	✓	✓	✓		
2 = Indoor or outdoor facilities, but not both, are available.	✓	✓	✓	✓					✓	✓
1 = Indoor or outdoor facilities are available, but the hours of availability are very limited.										
0 = No, neither indoor noroutdoor facilities are available.										
114 Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:										
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.										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes, all fundraising efforts sell only non-food items, or all foods and beverages sold as fundraisers meet ot exceed the USDA's Smart Snacks in School nutrition standards.										
2 = Most fundraising efforts sell only non-food items, or most foods and beverages sold as findraisers meet or exceed the USDA's Smart Snacks in School nutition standards.			✓	✓					✓	✓
1 = Some findraising efforts sell only non-food items, or some foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutition standards.	✓	✓					✓	✓		
0 = No, no findraising efforts sell only non-food items, or no foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutition standards.					✓	✓				
Module 2 Health Education										
201 Health Education taught in all grades (Elementary Only):										
Do students receive health education instruction in all grades?										
NOTE: Health education, includig nutrition education.										
3 = Yes, in all grades.					✓	✓	✓	✓	✓	✓
2 = In most grades.										
1 = In some grades.										
0 = In no grades.										
202 Required health education course (Middle and High Only):										
Does the school or district require all students to take and pass at least one health education course?										
NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: " Does the school require all students to take and pass at least teo health edication courses?" and for answer reponse 2 replace "one course" with "two courses."										
3 = Yes.	✓	✓								
2 = Students are required to take one course, but they do not have to take it again if they fail it (see note).										
1 = No, but there is an elective health education course.			✓	✓						
0 = No.										
203 Essential topics on physical activity:										
Does they health education curriculum address all of these topics on physical activity?										
• The physical, psychological, or social benefits of physical activity										
• How physical activity can contribute to a healthy weight										
• How physical activity can contribute to the academic learning process										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• How inactive lifestyle contributes to cronic disease										
• Health- related fitness, that is, cardivascular endurance, muscular endurance, muscular strength, flexibility, and body composition										
• Differences between physical activity, exercise, and fitness										
• Phases of an exercise session, that is, warm up, workout, and cool down										
• Overcoming barriers to physical activity										
• Decreasing sedentary activities, such as TV watching										
• Opportunities for physical activity in the community										
• Preventing injury during physical activity										
• Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active										
• How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity										
• Developing an individualized physical activity anf fitness plan										
• Monitoring progree toward reaching goals in an individualized physical activity plan										
• Dangers of using performance-enhancing drugs, such as steroids										
• Social influences on physical activity , including media, family, peers, and culture										
• How to find valid information or services related to phycial activity and fitness										
• How to influence, support, or advocate for others to engage in physical activity										
• How to resist peer pressure that discourages physical activity										
• NOTE: Consider using CDC's Health Education Curriulum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, oe select appropriate and effective health education cuuricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.										
3 = Yes, addresses all of these topics.									✓	✓
2 = Addresses most of these topics.	✓	✓	✓	✓		✓	✓	✓		
1 = Addresses some of these topics.					✓					
0 = Addresses one or more of these topics, or there is no health education curriculum.										
204 Essential topics on healthy eating:										
Does your health education curriculum address all these essential toics on healthy eating?										
• The relationship between healthy eating and personal health and disease prevention										
• Food guidance from MyPLate										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• 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 litel added sugars										
• Eating more calcium-rich foods										
• Preparing healthy meals and snacks										
• Risks of unhealthy weight control practices										
• Accepting body size differences										
• Food safety										
• Importance of water consumption										
• Importance of eating breakfast										
• Making healthy choices when eating at restaurants										
• Eating disorders										
• The Dietary Guidelines of Americans										
• Reducing sodium intake										
• Social influences on health eating, including media, family, peers, and culture										
• How to find valid information or services related to nutrition and dietary behavior										
• How to develop a plan and track progress toward achieving a personal goal to eat healthfully										
• Resisting peer pressure related to unhealthy dietary behavior										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Influencing, supporting, or advocating for others' healthy dietary behavior										
• NOTE: Consider using CDC's Health Education Curriulum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, oe select appropriate and effective health education cuuricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.										
3 = Yes, addresses all of these topics.	✓	✓								
2 = Addresses most of these topics.			✓	✓			✓	✓	✓	✓
1 = Addresses some of these topics.					✓	✓				
0 = Addresses one or more of these topics, or there is no health education curriculum.										

205 Sequential health education curriculum consistent with standards:

Do all teachers of health education use an age appropriate sequential health education curriculum that is consistent with state or national standards for health education (see standards below) and the district's requirements for health education?

• NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, oe select appropriate and effective health education cuuricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

NATIONAL HEALTH EDUCATION STANDARDS

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the infulence of famly, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstate the ability to se decision-making skills to enhance health.
6. students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
Joint Committee on National Health Education Standards. National health education standards: achieving excellence, 2nd edition. 2007										
3 = Yes.	✓	✓					✓	✓	✓	✓
2 = Some teachers use a sequential health education curriculum, and it is consistent with state or national standards and dsistrict requirements.										
1 = Some teachers use a sequential health education curriculum, but it is not consistent with state or national standards or district requirements.			✓	✓						
0 = None do, or the curriculum is not sequential, or there is no health education curriculum.					✓	✓				
206 Opportunities to practice skills:										
Do all teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health?										
3 = Yes, all do.	✓	✓	✓	✓					✓	✓
2 = Most do.							✓	✓		
1 = Some do.					✓	✓				
0 = None do, or no one teaches 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.	✓	✓					✓	✓	✓	✓
2 = Most do.			✓	✓						
1 = Some do.					✓	✓				
0 = None do, or no one teaches health education.										
Module 3 Physical Education and Other Physical Activity Programs										
301 Minutes of physical education per week (Elementary Only):										
Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?										
NOTE: Physical education classes should spread over aat least three days per week, with daily physical education preferable.										
3 = Yes.										
2 = 90-149 minutes per week for all students in each grade throughout the school year.					✓	✓	✓	✓		
1 = 60-89 minutes per week for all students in each rade thoughout the school year.									✓	✓
0 = Fewer than 60 minutes per week or not all students receive physical education thoughout the school year.										
302 Years of physical education (Middle and High Only):										
How many years of physical education are students at this school required to take?										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = The equivalent of all academic years of physical education.										
2 = The equivalent of at least one academic year but less than all academic years of physical education.	✓	✓								
1 = The equivalent of one-half academic year of physical education.										
0 = The equivalent of less than one-half academic year of physical education or students are not required to take physical education at this school.			✓	✓						

303 Sequential physical education curriculum consistent with standards

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) and the district's requirements for physical education?

• NOTE: Consider using CDC's Physical Education Curriulum Analysis Tool (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.

NATIONAL HEALTH EDUCATION STANDARDS

A physically literate individual:

1. Demonstrates competency in a veriety of motor skills and movement
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a
4. Exhibits responsible personal and social behavior that respects self and
5. Recognizes the value of physical activity for health, enjoyment,

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes.	✓	✓							✓	✓
2 = Some use a sequential physical education curriculum , and it is consistent with state or national standards and the district's requirements for physical education.			✓	✓		✓	✓			
1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards or the district's requiremnts for physical education.					✓	✓				
0 = None do, or the curriculum is not sequential, or there is no health education curriculum.										

304 Health-related physical fitness:

Does the school's physical education program integrate the components of the Presidential Youth Fitness Program?

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Fitness assessment using Fitnessgram • Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition. • Recognition of students meeting Healthy Fitness Zones or their physical activity goals.										
3 = Yes, all 3 components of the PYFP are integrated.	✓	✓								
2 = 2 of the PYFP components are integrated.										
1 = 1 of the PYFP components is integrated.					✓	✓	✓	✓		
0 = None of the PYFP components are integrated.			✓	✓					✓	✓
305 Promote community physical activities:										
Does the school's physical education program use three or more of the following methods o promote student participation in a variety of community physical activity										
3 = Yes, through three or more methods.	✓	✓					✓	✓	✓	✓
2 = The program promotes participation in a variety of community physical actvity options, but through only one or two methods.			✓	✓						
1 = The program promtoes participation in only one type of community physical activity option.					✓	✓				
0 = The program does not promote participation in community physical activity options, or there is no physical education program.										
306 Addresses special health care needs:										
Does the school's physical education program consistently use all or most of the following practices as appropriate to include students with special health care needs?										
• Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, asthma action plans, or 504 plans • Offering adapted physical education classes • Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications) • Using modified equipment and facilities • Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able • Fitness assessment using Fitnessgram • 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										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise) • Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed • Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)										
3 = Yes, the physical education program uses all or most of these instructional practices consistently.	✓	✓					✓	✓	✓	✓
2 = The physical education program uses some of these instructional practices consistently.			✓	✓	✓	✓				
1 = The physical education program uses some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).										
0 = The program uses none of these practices, or there is no physical education program.										
307 Promotion or support of walking and bicycling to school:										
Does the school promote or support walking and bicycling to and/or from school in the following ways? • Designation of safe or preferred routes to school • Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week • Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) • Instruction on walking/bicycling safety provided to students • Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper • Crossing guards are used • Crosswalks exist on streets leading to schools • Walking school buses are used • Bicycle parking is provided (e.g., bicycle rack) • Documentation of number of children walking and or biking to and from school • Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)										
3 = Yes, our school promotes or supports walking and bicycling to and/or from school in all six or more of these ways.										
2 = Our school promotes or supports walking and bicycling to school in three to five of these ways.			✓	✓						

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
1 = Our school promotes or supports walking and bicycling to school in one to two of these ways.	✓	✓			✓	✓	✓	✓	✓	✓
0 = Our school does not promote or support walking and bicycling to school.										
308 Availability of before- and after-school physical activity opportunities:										
Does the school offer opportunities for all students to participate in physical activity either before or after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?										
3 = Yes. Both before and after the school day			✓	✓						
2 = Yes. We offer before school or after school, but not both									✓	✓
1 = No. We do not offer opportunities for students to participate in physical activity before and after the school day, but there are plans to initiate it.							✓	✓		
0 = No. We do not offer opportunities for students to participate in physical activity before and after the school day, and there are no plans to initiate it.	✓	✓			✓	✓				
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 on all or most days during a typical school week?										
NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the 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									✓	✓
2 = On most days during a typical school week							✓	✓		
1 = On some days during a typical school week			✓	✓	✓	✓				
0 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms	✓	✓								
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.	✓	✓	✓	✓					✓	✓
2 = During about half the classes.					✓	✓	✓	✓		
1 = During fewer than half the classes.										
0 = During none of the classes, or there are no physical education classes.										
311 Professional development for teachers:										
Are all teachers of physical education required to participate at least once a year in professional development in physical education?										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes, all do.	✓	✓	✓	✓					✓	✓
2 = Most do.										
1 = Some do.					✓	✓	✓	✓		
0 = None do, or no one teaches physical education.										
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.	✓	✓	✓	✓			✓	✓	✓	✓
2 = Most classes are.					✓	✓				
1 = Some classes are.										
0 = No classes are, or there are no physical education classes.										
Module 4 Nutrition Services										
401 Breakfast and lunch programs:										
Does the school offer school meals (both breakfast and lunch) programs that are fully accessible to all students?										
3 = Yes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students.										
1 = Our school offers only a lunch program, but there are plans to add a breakfast program.										
0 = Our school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.										
402 Variety of foods in school meals:										
Do school meals include a variety of foods that following criteria?										
Lunch										
• Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (dark green, red and orange, dry beans and peas)										
• Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)										
• Offer fresh fruit at least 1 day per week										
• Offer foods that address the cultural practices of the student population										
• Offer an alternative entrée option at least one time per week that is legume based, reduced fat dairy or fish based (including tuna)										
• Offer at least 3 different types of whole grain-rich food items each week										
Breakfast										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week) • Offer fresh fruit at least 1 day per week NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings. 3 = Yes, meets six to eight of these criteria for variety. 2 = Meets three to five of these criteria for variety. 1 = Meets one to two of these criteria for variety. 0 = Meets none of these criteria for variety.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

403 Promote healthy food and beverage choices using Smarter Lunchroom techniques:

Are healthy food and beverage choices promoted of the following techniques?

- A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless steel pans)
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)
- Vegetables are offered on all serving lines
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection

- Place pre-packed salads or salad bar is available in a high traffic area
- Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
- Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- White milk is displayed in front of other beverages in all coolers
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- Signs show students how to make a reimbursable meal on any service line
- Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- Students, teachers, or administrators announce today's menu in daily announcements
- A monthly menu is posted in the main office
- Information about the benefits of school meals is provided to teachers and administration at least annually

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Brand, name, and decorate the lunchroom in a way that reflects the student body. • Conduct a taste test of a new entrée at least once a year										
3 = Yes, healthy food and beverage choices are promoted through ten or more of these techniques.				✓						
2 = Healthy food and beverage choices are promoted through five to nine of these techniques.	✓	✓	✓		✓	✓	✓	✓	✓	✓
1 = Healthy food and beverage choices are promoted through one to four of these techniques.										
0 = Healthy food and beverage choices are promoted through none of these techniques.										
404 Annual continuing education and training requirements for school nutrition services staff:										
Do all school nutrition program directors, managers and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements? 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.										
NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See https://professionalstandards.fns.usda.gov/content/professional-standards-information)										
3 = Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 = Most food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.										
1 = Some food and nutrition services staff meet or exceed the annual continuing education/training hours required by the										
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.										
405 Venues outside the cafeteria offer fruits and vegetables:										
Do venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables?										
NOTE: If your 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".										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
3 = Yes, most or all venues outside the cafeteria do.										
2 = About half of the venues do.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1 = Fewer than half of the venues do.										
0 = None of the venues do.										
406 Collaboration between nutrition services staff members and teachers:										
Do nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?										
• Participate in design and implementation of nutrition education programs										
• Display educational and informational materials that reinforce classroom lessons										
• Provide food for use in classroom nutrition education lessons										
• Provide ideas for classroom nutrition education lessons										
• Teach lessons or give presentations to students										
• Provide cafeteria tours for classes										
• Tasting party in collaboration with classroom teacher										
• Presentation on nutrition and food services to PTA/PTSA/PTO										
• Sports nutrition – collaboration with coaches										
• Classroom tour of cafeteria or meet and greet with School Nutrition staff										
3 = Yes, use three or more methods.										
2 = Use two of these methods.										
1 = Use one of these methods.		✓	✓	✓	✓	✓	✓	✓	✓	✓
0 = Use none of these methods.	✓									
407 Adequate time to eat school meals:										
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?										
NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).										
3 = Yes. (NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select this answer.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 = Have adequate time for breakfast or lunch, but not for both.										
1 = No, but there are plans to increase the time.										
0 = No.										
408 Farm to School activities:										
Is the school implementing any of the following Farm to School activities?										
• Local and/or regional products are incorporated into the school meal program										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• Messages about agriculture and nutrition are reinforced throughout the learning environment • School hosts a fruit or vegetable garden • School hosts field trips to local farms • School utilizes promotions or special events, such as tastings, that highlight the local/regional products • School hosts a farmer's market (student and parent involvement) • Menu states local product(s) being served • Local farmers/producers participate in career day activities 3 = Yes, our school is implementing four to five of these activities. 2 = Our school is implementing two to three of these activities. 1 = Our school is implementing at least one of these activities. 0 = No, our school is not implementing any of these	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Module 7 Health Promotion for Staff										
701 Health assessments for staff members: Does the school or district offer staff members accessible and free or low-cost health assessments at least once a year? 3 = Yes, health assessments are offered, and all staff members find them accessible and free or low-cost. 2 = Health assessments are offered, but some staff members find them inaccessible or high-cost. 1 = Health assessments are offered, but many staff members find them inaccessible or high-cost.	✓	✓	✓	✓			✓	✓	✓	✓
0 = Health assessments are not offered at least once a year.					✓	✓				
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? 3 = Yes.									✓	✓
2 = Offers physical activity/fitness programs, but some staff members find them inaccessible or expensive. 1 = Offers physical activity/fitness programs, but many staff members find them inaccessible or expensive.	✓	✓	✓	✓						
0 = Does not offer physical activity/fitness programs.					✓	✓	✓	✓		
703 Modeling healthy eating and physical activity behaviors: Does your school use the following strategies to support staff to model healthy eating and physical activity behaviors?										

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
• 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										
3 = Yes, our school uses 5 or more of the strategies to support staff to model healthy eating and physical activity behaviors.									✓	✓
2 = Yes, our school uses 3 to 4 of the strategies to support staff to model healthy eating and physical activity behaviors.										
1 = Yes, our school uses 1-2 of the strategies to support staff to model healthy eating and physical activity behaviors.	✓	✓	✓	✓			✓	✓		
0 = No, our school does not use any staregies to support staff to model healthy eating behaviors					✓	✓				
704 Promote staff member participation: Does the school or district use three or more methods to promote and encourage staff member participation in its health promotion programs? • 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										
3 = Yes, uses three or more of these methods.	✓	✓							✓	✓
2 = Uses two of these methods.							✓	✓		

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
1 = Uses one of these methods.			✓	✓	✓	✓				
0 = Uses none of these methods.										
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?										
3 = Yes.					✓	✓			✓	✓
2 = Offers healthy eating/weight management programs, but some staff members find them inaccessible or expensive.										
1 = Offers healthy eating/weight management programs, but many staff members find them inaccessible or expensive.										
0 = Does not offer healthy eating/weight management programs	✓	✓	✓	✓			✓	✓		
706 All foods served and sold to staff meet the USDA's Smart Snacks in School Nutrition Standards:										
Do all foods 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?										
3 = Yes, all foods and beverages served and sold meet Smart Snacks.										
2 = Most foods and beverages served and sold align with Smart Snacks.	✓	✓		✓					✓	✓
1 = Some foods and beverages served and sold align with Smart Snacks.			✓		✓	✓	✓	✓		
0 = No, no foods and beverages align with Smart Snacks.										
Module 8 Family Engagement and Community Involvement										
801 Family and community involvement in school decision making:										
Do families and other community members help with school decision making?										
NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.										
3 = Yes, families and community members are actively engaged in most school decision-making processes.	✓	✓	✓	✓					✓	✓
2 = Families and community members are actively engaged in some school decision-making processes.							✓	✓		
1 = Families and community members are offered opportunities to provide input into school decision making but are not otherwise engaged.					✓	✓				

Corbin Independent Schools
2017 Healthy Schools Program Assessment

	High 2017	High 2018	Middle 2017	Middle 2018	Intermediate 2017	Intermediate 2018	Elementary 2017	Elementary 2018	Primary 2017	Primary 2018
0 = No, families and community members are not engaged in school decision-making processes.										
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.					✓	✓				
2 = Yes, both students and family members have opportunities to provide either suggestions for school meals or feedback on the meal program.	✓	✓		✓			✓	✓	✓	✓
1 = Either students or family members have opportunities, but not both.			✓							
0 = Neither students nor family members have these opportunities.										
803 Family access to school facilities:										
Do family members have access to indoor (e.g., gymnasium) and outdoor (e.g., track, sports field) school facilities outside school hours to participate in or conduct health promotion and education programs at low or no cost?										
3 = Yes, family members have access to indoor and outdoor school facilities at low or no cost.					✓	✓				
2 = Family members have limited access to indoor and outdoor school facilities at low or no cost.	✓	✓	✓	✓			✓	✓	✓	✓
1 = Family members have very limited access to school facilities at low or no cost, or there is access to indoor or outdoor facilities but not to both.										
0 = Family members do not have access to school facilities.										