

# School Health Program Report Card

## Health Education

Has a district health education (HED) coordinator	○ <sup>1</sup>		
Requires each school to have an HED coordinator	○		
Requires or encourages schools to follow national, state, or district HED standards or guidelines	● <sup>2</sup>		
Has HED standards or guidelines based on the <i>National Health Education Standards</i>	●		
Addresses the following topics in goals and objectives:			
	Elementary Schools	Middle Schools	High Schools
Accessing valid health information and health-promoting products and services	●	●	●
Advocating for personal, family, and community health	●	●	●
Analyzing influence of culture, media, and technology on health	●	●	●
Comprehending concepts related to health promotion and disease prevention	●	●	●
Practicing health-enhancing behaviors and reducing health risks	●	●	●
Using goal-setting and decision-making skills	●	●	●
Using interpersonal communication skills	●	●	●
Requires schools to teach:			
	Elementary Schools	Middle Schools	High Schools
Alcohol- or other drug-use prevention	●	●	●
Asthma awareness	●	●	●
Emotional and mental health	●	●	●
Foodborne illness prevention	●	●	●
Human immunodeficiency virus (HIV) prevention	●	●	●
Human sexuality	●	●	●
Injury prevention and safety	●	●	●
Nutrition and dietary behavior	●	●	●
Other sexually transmitted disease (STD) prevention	●	●	●
Physical activity and fitness	●	●	●
Pregnancy prevention	●	●	●
Suicide prevention	●	●	●
Tobacco-use prevention	●	●	●
Violence prevention	●	●	●

Requires schools to notify parents or guardians before students receive instruction on pregnancy prevention, HIV prevention, other STD prevention, or human sexuality	●	●	●
Requires schools to allow parents or guardians to exclude their children from receiving instruction on pregnancy prevention, HIV prevention, other STD prevention, or human sexuality	●	●	●
	Elementary Schools	Middle Schools	High Schools
Requires or recommends that schools use one particular curriculum for HED	☉ <sup>2</sup>	☉ <sup>2</sup>	☉ <sup>2</sup>
Provided the following information or materials for HED during the past two years:			
	Elementary Schools	Middle Schools	High Schools
Chart describing scope and sequence of instruction	●	●	●
Curriculum	●	●	●
Lesson plans or learning activities	●	●	●
List of recommended curricula	●	●	●
List of recommended textbooks	●	●	●
Plans for how to assess or evaluate students	●	●	●
Has specified time requirements for HED	○	○	●
Requires newly hired HED teachers to have undergraduate or graduate training in HED	○	○	○
Requires newly hired HED teachers to be certified, licensed, or endorsed by the state	○	○	○
Requires newly hired HED teachers to be Certified Health Education Specialists or CHES	NA	○	○
Provided funding for staff development or offered staff development to HED teachers during the past two years on the following topics:			
Alcohol- or other drug-use prevention		●	
Asthma awareness		●	
Emotional and mental health		●	
Foodborne illness prevention		●	
HIV prevention		●	
Human sexuality		●	
Injury prevention and safety		●	
Nutrition and dietary behavior		●	
Other STD prevention		●	
Physical activity and fitness		●	
Pregnancy prevention		●	
Suicide prevention		●	
Tobacco-use prevention		●	
Violence prevention		●	
Provided funding for staff development or offered staff development to HED teachers during the past two years on the following teaching methods:			
Assessing or evaluating students		●	

Encouraging family or community involvement	●
Teaching skills for behavior change	●
Teaching students of various cultural backgrounds	●
Teaching students with limited English proficiency	●
Teaching students with disabilities	●
Using classroom management techniques	●
Using interactive teaching methods	●
Did the following to promote health education during the past 12 months:	
Provided families with information on school health education	●
Offered health education for families	●
Provided district or school personnel with information on school health education	●
Sought positive media attention for school health education	●
Evaluated the following aspects of health education during the past two years:	
Health education policies	●
Health education curricula	●
Health education staff development or in-service programs	●

**Physical Education and Activity**

Has a district PE coordinator	●		
Requires each school to have a PE coordinator	●		
Requires or encourages schools to follow national or state PE standards or guidelines	● <sup>2</sup>		
Has PE standards or guidelines based on the <i>National Standards for Physical Education</i>	●		
Addresses the following topics in goals and objectives:			
	Elementary Schools	Middle Schools	High Schools
Achievement and maintenance of health-enhancing level of physical fitness	●	●	●
Competence in motor skills and movement patterns to perform variety of physical activities	●	●	●
Regular participation in physical activity	●	●	●
Responsible personal and social behavior that respects self and others in physical activity settings	●	●	●
Understanding of movement concepts, principles, strategies, and tactics	●	●	●
Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	●	●	●
Requires that schools will teach PE	●	●	●
Students can be exempted from physical education for the following reasons:			
	Elementary Schools	Middle Schools	High Schools
Religious reasons	○	○	○
Long-term physical or medical disability	●	●	●
Cognitive disability	○	○	○
High physical competency test score	○	●	○
Participation in school activities other than sports, such as band or chorus	○	○	●
Participation in community sports activities	○	○	○
Participation in community service activities	○	○	○
Requires or recommends that schools give the following types of tests:			
	Elementary Schools	Middle Schools	High Schools
Written tests of knowledge	● <sup>2</sup>	● <sup>2</sup>	● <sup>2</sup>

Skill performance tests	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
Fitness level tests	<input checked="" type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
Requires or recommends that districts or schools use one particular curriculum for PE	<input checked="" type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
Requires or recommends that schools use the following specific fitness tests:			
	Elementary Schools	Middle Schools	High Schools
Fitnessgram	<input checked="" type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
The Physical Fitness Test from the President's Challenge	<input checked="" type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
The Health Fitness Test, from the President's Challenge	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
The Youth Fitness Test, from the YMCA	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
Any other fitness test	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>	<input type="radio"/> <sup>2</sup>
Provided the following information or materials for PE during the past two years:			
	Elementary Schools	Middle Schools	High Schools
Chart describing scope and sequence of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson plans or learning activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
List of recommended curricula	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Plans for how to assess or evaluate students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Specifies a maximum student-to-teacher ratio for PE classes	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Has specified time requirements for PE	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Requires newly hired PE teachers to have undergraduate or graduate training in PE or a related field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires newly hired PE teachers to be certified, licensed, or endorsed by the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided funding for staff development or offered staff development to PE teachers during the past two years on the following topics:			
Administering or using fitness tests		<input checked="" type="radio"/>	
Assessing or evaluating student performance		<input checked="" type="radio"/>	
Developing and using student portfolios		<input checked="" type="radio"/>	
Developing individualized physical activity plans		<input checked="" type="radio"/>	
Encouraging family involvement in physical activity		<input checked="" type="radio"/>	
Injury prevention and first aid		<input checked="" type="radio"/>	
Methods for inclusion and participation of overweight children		<input checked="" type="radio"/>	

Methods to increase amount of class time students are active	●
Methods to promote gender equity	●
Recognizing and responding to chronic health conditions	●
Teaching individual or paired activities or sports	●
Teaching movement skills and concepts	●
Teaching students with long-term disabilities	●
Teaching team or group activities or sports	●
Using physical activity monitoring devices	●
Using technology for PE	●
Did the following to promote physical education during the past 12 months:	
Provided families with information on school physical education	●
Offered physical education for families	●
Provided district or school personnel with information on school physical education	●
Sought positive media attention for school physical education	●
Evaluated the following aspects of physical education during the past two years:	
Physical education policies	●
Physical education curricula	○
Physical education staff development or in-service programs	●
Requires or recommends that elementary schools provide regularly scheduled recess	● <sup>2</sup>
Prohibits or actively discourages schools from the following:	
Using physical activity as punishment for bad behavior in PE	● <sup>2</sup>
Using physical activity as punishment for poor performance or bad behavior in sports	● <sup>2</sup>
Excluding students from PE as punishment for bad behavior in another class	● <sup>2</sup>
Excluding students from recess as punishment for bad behavior	● <sup>2</sup>
Requires student use of protective gear during the following activities:	
Physical education	●
Intramural activities or physical activity clubs	○
Interscholastic sports	●

Provided funding for staff development or offered staff development to interscholastic sports coaches during the past two years	●
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**Health Services**

Has a district health services (HSV) coordinator	●
Requires each school to have an HSV coordinator	●
Requires schools to provide the following health services when needed:	
Administration of fluoride rinses	○
Administration of medications	●
Administration of sports physicals	○
Alcohol- or other drug-use treatment	○
Application of dental sealants	○
Assistance with accessing benefits for students with disabilities	○
Assistance with enrolling in Medicaid or SCHIP <sup>4</sup>	○
Assistance with enrolling in WIC <sup>5</sup> or accessing food stamps or food banks	○
Cardiopulmonary resuscitation (CPR)	●
Case management for students with chronic health conditions	○
Case management for students with disabilities	○
Counseling for emotional or behavioral disorders	●
Crisis intervention for personal problems	○
Eating disorders treatment	○
First aid	●
HIV counseling, testing, and referral	○
Identification of emotional or behavioral disorders	○
Identification of or referral for physical, sexual, or emotional abuse	●
Identification of or referrals for oral health problems	○
Identification or school-based management of acute illnesses	●
Identification or school-based management of chronic health conditions	●
Identification or treatment of STDs	○
Immunizations	○
Instruction on self-management of chronic health conditions	○
Prenatal care referrals	○
Referrals for after-school programs	○
Referrals for child care for teen mothers	○
Services for gay, lesbian, or bisexual students	○

Stress management		<input type="radio"/>
Tobacco-use cessation		<input type="radio"/>
Tracking of students with chronic health conditions		<input type="radio"/>
Weight management		<input type="radio"/>
Requires schools to provide the following prevention services:		
Alcohol- or other drug-use prevention		<input checked="" type="radio"/>
HIV prevention		<input checked="" type="radio"/>
Injury prevention and safety counseling		<input type="radio"/>
Nutrition and dietary behavior counseling		<input type="radio"/>
Physical activity and fitness counseling		<input type="radio"/>
Pregnancy prevention		<input type="radio"/>
STD prevention		<input checked="" type="radio"/>
Suicide prevention		<input type="radio"/>
Tobacco-use prevention		<input checked="" type="radio"/>
Violence prevention		<input type="radio"/>
Requires the following immunizations or vaccinations for entry into kindergarten or first grade:		
Chicken pox (varicella)		<input checked="" type="radio"/>
Diphtheria		<input checked="" type="radio"/>
Haemophilus influenzae type B		<input checked="" type="radio"/>
Hepatitis B		<input checked="" type="radio"/>
Influenza		<input type="radio"/>
Measles-containing		<input checked="" type="radio"/>
Polio		<input checked="" type="radio"/>
Tetanus		<input checked="" type="radio"/>
Requires the following immunizations or vaccinations for entry into middle school and high school:		
	Middle School	High School
Chicken pox (varicella)	<input checked="" type="radio"/>	<input type="radio"/>
Hepatitis A	<input type="radio"/>	<input type="radio"/>
Hepatitis B	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Second measles-containing	<input checked="" type="radio"/>	<input type="radio"/>
Tetanus booster	<input checked="" type="radio"/>	<input type="radio"/>
Requires schools to make condoms available to students		<input type="radio"/>
Has adopted a policy related to who may administer medications to a student at school		<input checked="" type="radio"/>
Requires the following documentation before school staff may administer medication:		
Written information on possible side-effects		<input type="radio"/>
Written instructions from the physician		<input checked="" type="radio"/>
Written request from the parent or guardian		<input checked="" type="radio"/>
Allows students to carry and self-administer the following medications:		
Epinephrine auto-injector		<input checked="" type="radio"/>
Insulin or other injected medications		<input checked="" type="radio"/>
Other prescribed medications		<input checked="" type="radio"/>
Over-the-counter medications		<input checked="" type="radio"/>

Prescription quick-relief inhaler	●
Requires supplies for applying standard or universal precautions be available in the following locations:	
In all classrooms	○
In the gymnasium, on playgrounds, or on playing fields	○
On school buses or in other vehicles used to transport students	○
Requires schools to allow students with HIV infection or acquired immunodeficiency syndrome (AIDS) to engage in the following activities as long as they are able:	
Attend classes	●
Participate in school sports	●
Participate in any other school activities	●
Requires schools to allow teachers and staff with HIV infection or AIDS to work as long as they are able	●
Requires schools to:	
Complete injury reports	●
Complete illness reports	●
Requires schools to screen students for the following health problems:	
Hearing problems	●
Height and weight or body mass problems	●
Oral health problems	○
Scoliosis	●
Vision problems	●
Specifies a maximum student-to-school nurse ratio	●
Requires at least one full-time school nurse per school	○
Requires school nurse participation in Individualized Education Programs (IEPs) when indicated	●
Requires school nurse participation in Individualized Health Plans (IHPs)	●
Requires school nurse participation in 504 plans when indicated	●
Requires health services staff to follow "Do Not Resuscitate" (DNR) orders	●
Has schools that serve as Medicaid providers by providing health services to students	●
Has school-based health centers (SBHCs) that serve as Medicaid providers by providing health services to students	●
Provides funding for any school-based health centers	○
Requires minimum education level for newly hired school nurses	●● <sup>6</sup>

Requires newly hired school nurses to have the following licenses and certifications:	
LPN license	<input type="radio"/>
RN license	<input checked="" type="radio"/>
National certification from the National Board for Certification of School Nurses	<input type="radio"/>
State school nurse certification	<input type="radio"/>
Provided funding for staff development or offered staff development to school nurses during the past two years on the following health services topics:	
Accessing benefits for students with disabilities	<input type="radio"/>
Administration of fluoride rinses	<input checked="" type="radio"/>
Administration of medications	<input type="radio"/>
After-school programs	<input checked="" type="radio"/>
Alcohol- or other drug-use treatment	<input checked="" type="radio"/>
Application of dental sealants	<input checked="" type="radio"/>
Case management for students with chronic health conditions	<input checked="" type="radio"/>
Case management for students with disabilities	<input checked="" type="radio"/>
Child care options for teen mothers	<input checked="" type="radio"/>
Counseling for emotional or behavioral disorders	<input checked="" type="radio"/>
CPR	<input checked="" type="radio"/>
Crisis intervention for personal problems	<input checked="" type="radio"/>
Eating disorders treatment	<input type="radio"/>
Emergency preparedness	<input checked="" type="radio"/>
Enrollment in WIC or accessing food stamps or food banks	<input type="radio"/>
Enrollment in Medicaid or SCHIP	<input type="radio"/>
Federal laws that protect the privacy of student health information	<input checked="" type="radio"/>
First aid	<input checked="" type="radio"/>
Foodborne illness outbreak detection and response	<input type="radio"/>
HIV counseling, testing, and referral	<input type="radio"/>
Identification of emotional or behavioral disorders	<input checked="" type="radio"/>
Identification of or referral for physical, sexual, or emotional abuse	<input checked="" type="radio"/>
Identification or school-based management of acute illnesses	<input checked="" type="radio"/>
Identification or school-based management of chronic illnesses	<input checked="" type="radio"/>
Identification or treatment of STDs	<input type="radio"/>
Immunizations	<input checked="" type="radio"/>
Infectious disease prevention	<input checked="" type="radio"/>
Oral health problems	<input checked="" type="radio"/>
Prenatal care referrals	<input type="radio"/>

Services for gay, lesbian, or bisexual students	<input checked="" type="radio"/>
Sports physicals	<input type="radio"/>
Stress management	<input type="radio"/>
Teaching self-management of chronic health conditions	<input checked="" type="radio"/>
Tobacco-use cessation	<input type="radio"/>
Tracking of students with chronic health conditions	<input type="radio"/>
Weight management	<input type="radio"/>
Provided funding for staff development or offered staff development to school nurses during the past two years on the following prevention services topics:	
Alcohol- or other drug-use prevention	<input checked="" type="radio"/>
HIV prevention	<input type="radio"/>
Injury prevention and safety counseling	<input checked="" type="radio"/>
Nutrition and dietary behavior counseling	<input checked="" type="radio"/>
Physical activity and fitness counseling	<input checked="" type="radio"/>
Pregnancy prevention	<input checked="" type="radio"/>
STD prevention	<input checked="" type="radio"/>
Suicide prevention	<input type="radio"/>
Tobacco-use prevention	<input checked="" type="radio"/>
Violence prevention	<input checked="" type="radio"/>
Provided funding for staff development or offered staff development to teachers or other school staff during the past two years on the following health topics:	
HIV infection or AIDS	<input checked="" type="radio"/>
Severe food or other allergies	<input checked="" type="radio"/>
Chronic health conditions	<input checked="" type="radio"/>
Infectious disease prevention	<input checked="" type="radio"/>
Provides model policies to schools on the following health topics:	
HIV infection or AIDS	<input checked="" type="radio"/>
Severe food or other allergies	<input checked="" type="radio"/>
Chronic health conditions	<input checked="" type="radio"/>
Infectious disease prevention	<input checked="" type="radio"/>
Evaluated the following aspects of the school health services program during the past two years:	
Quality of school health services program	<input type="radio"/>
School health services policies	<input type="radio"/>
School health services staff development or in-service programs	<input type="radio"/>

**Mental Health and Social Services**

Has a district mental health and social services (MHSS) coordinator	●
Requires each school to have an MHSS coordinator	○
Requires MHSS staff participation in IEPs when indicated	●
Requires MHSS staff participation in IHPs when indicated	●
Requires MHSS staff participation in 504 plans when indicated	●
Has SBHCs that serve as Medicaid providers by providing mental health or social services	●
Requires a minimum education level for newly hired school counselors	● <sup>7</sup>
Requires a minimum education level for newly hired school psychologists	● <sup>7</sup>
Requires a minimum education level for newly hired school social workers	● <sup>7</sup>
Requires newly hired school counselors to be certified by a state agency or board	●
Requires newly hired school psychologists to be certified by a state agency or board	●
Requires newly hired school social workers to be certified by a state agency or board	●
Provided funding for staff development or offered staff development to mental health or social services staff during the past two years on the following mental health and social services topics:	
After-school programs	○
Alcohol- or other drug-use treatment	●
Child care options for teen mothers	●
Counseling after a natural disaster or other emergency or crisis situation	●
Counseling for emotional or behavioral disorders	●
Crisis intervention for personal problems	●
Eating disorders treatment	○
Emergency preparedness	●
Enrollment in Medicaid or SCHIP	●
Enrollment in WIC or accessing food stamps or food banks	○
HIV counseling, testing, and referral	●
Identification of emotional or behavioral disorders	●
Identification of or referral for physical, sexual, or emotional abuse	●

Identification of or referral for students with family problems	●		
Job readiness skills programs	○		
Services for gay, lesbian, or bisexual students	●		
Stress management	○		
Tobacco-use cessation	●		
Ways to promote a positive school climate	●		
Weight management	●		
Provided funding for staff development or offered staff development to mental health or social services staff during the past two years on the following prevention services topics:			
Alcohol- or other drug-use prevention	●		
HIV prevention	●		
Injury prevention and safety counseling	○		
Nutrition and dietary behavior counseling	●		
Physical activity and fitness counseling	●		
Pregnancy prevention	●		
STD prevention	●		
Suicide prevention	●		
Tobacco-use prevention	●		
Violence prevention	●		
Provided funding for staff development or offered staff development to mental health or social services staff during the past two years on the following methods of service delivery:			
Case management for students with chronic health conditions	●		
Case management for students with emotional or behavioral problems	●		
Comprehensive assessment or intake evaluation	○		
Family counseling	●		
Group counseling	●		
Individual counseling	●		
Peer counseling or mediation	●		
Self-help or support groups	●		
Provided model policies or other guidance to schools on providing mental health or social services to students during the past two years	●		
	Elementary Schools	Middle Schools	High Schools
Requires schools to have at least one full-time counselor in each school	○	○	●
Requires student assistance programs	●		
Requires schools to create and maintain student support teams	●		

Evaluated the following aspects of the mental health or social services program during the past two years:	
Student use of school mental health or social services program	●
Quality of school mental health or social services program	○
School mental health or social services policies	●
School mental health or social services staff development or in-service programs	●

**Nutrition Services**

Has a district food service (FS) director	●
Requires each school to have an FS manager	●
Requires a minimum education level for a newly hired district food service director	●●● <sup>8</sup>
Requires a minimum education level for a newly hired school food service manager	● <sup>8</sup>
Requires newly hired district food service directors to be certified, licensed, or endorsed by the state	○
Requires newly hired school food service managers to be certified, licensed, or endorsed by the state	○
Requires schools to offer breakfast to students	● <sup>9</sup>
Requires schools to offer lunch to students	●
Requires or recommends a minimum amount of time students will be given to eat breakfast once seated	● <sup>2</sup>
Requires or recommends a minimum amount of time students will be given to eat lunch once seated	● <sup>2</sup>
Requires or recommends that schools:	
Offer three or more different types of milk each day for breakfast	● <sup>2</sup>
Offer three or more different types of milk each day for lunch	● <sup>2</sup>
Offer two or more different fruits or types of 100% fruit juice each day for lunch	○ <sup>2</sup>
Offer two or more different entrees or main courses each day for lunch	● <sup>2</sup>
Offer two or more different non-fried vegetables each day for lunch	○ <sup>2</sup>
Restrict the availability of deep-fried foods	● <sup>2</sup>
Offer students 5 or more foods containing whole grain each week during breakfast or lunch	● <sup>2</sup>
Prohibit brand-name fast foods from being offered as part of school meals or as a la carte items	○ <sup>2</sup>
Food procurement contracts specifically address:	
Food safety	●
Hazard Analysis and Critical Control Points (HACCP)	●
Nutritional standards for a la carte foods	●
Package or serving size	●

Cooking methods for precooked items	<input checked="" type="radio"/>
Requires or recommends that schools:	
Make fruits or vegetables available to students whenever other food is offered or sold	<input type="radio"/> <sup>2</sup>
Make healthful beverages available to students whenever other beverages are offered or sold	<input type="radio"/> <sup>2</sup>
Requires or recommends that schools prohibit junk foods <sup>10</sup> in the following school settings:	
After-school or extended day programs	<input type="radio"/> <sup>2</sup>
A la carte during breakfast or lunch periods	<input type="radio"/> <sup>2</sup>
Concession stands	<input type="radio"/> <sup>2</sup>
Meetings attended by students' family members	<input type="radio"/> <sup>2</sup>
School stores, canteens, or snack bars	<input type="radio"/> <sup>2</sup>
Staff meetings	<input type="radio"/> <sup>2</sup>
Student parties	<input type="radio"/> <sup>2</sup>
Vending machines	<input checked="" type="radio"/> <sup>2</sup>
Requires or recommends that schools:	
Restrict times of day certain beverages can be sold in any venue	<input type="radio"/> <sup>2</sup>
Restrict times of day junk foods <sup>10</sup> can be sold in any venue	<input type="radio"/> <sup>2</sup>
Prohibit selling junk foods <sup>10</sup> for fundraising	<input type="radio"/> <sup>2</sup>
Provided the following during the past 12 months:	
Menus to students	<input checked="" type="radio"/>
Students with information on the nutrition and caloric content of foods available to them	<input checked="" type="radio"/>
Menus to families of students	<input checked="" type="radio"/>
Families with information on the nutrition and caloric content of foods available to students	<input checked="" type="radio"/>
Families with information on the school food service program	<input checked="" type="radio"/>
Ideas on how to involve school food service staff in classrooms	<input checked="" type="radio"/>
Ideas on how to use the cafeteria as a place where students might learn about food safety, food preparation, or other nutrition-related topics	<input checked="" type="radio"/>
Ideas for nutrition-related special events	<input checked="" type="radio"/>
Assistance in planning menus for students with food allergies	<input checked="" type="radio"/>

Assistance in planning menus for students with chronic health conditions that require dietary modification	●
Prohibits or discourages using food or food coupons as a reward	● <sup>3</sup>
Provided funding for staff development or offered staff development to food service staff during the past two years on the following food service topics:	
Competitive food policies to create a healthy food environment	●
Cultural diversity in meal planning	●
Customer service	●
Emergency preparedness	●
Facility design and layout	○
Financial management	○
Food bio-security	●
Food safety	●
Food service for students with special dietary needs	●
Healthy food preparation methods	●
Implementing the Dietary Guidelines for Americans in school meals	●
Increasing percentage of students participating in school meals	●
Making school meals more appealing	●
Menu planning for healthy meals	●
Personal safety for food service staff	○
Personnel management	○
Procedures for food-related emergencies	●
Procedures for responding to food recalls	●
Selecting and ordering food	●
Using Hazard Analysis and Critical Control Points (HACCP)	●
Using the cafeteria for nutrition education	●
Evaluated the following aspects of the school food service program during the past two years:	
Compliance with government regulations and recommendations	●
Number of students participating in the food service program	●
Nutritional quality of school meals	●
Food service management practices	●
Amount of plate waste	●
Food service staff development or in-service programs	●
Food safety procedures	●

**Healthy and Safe School Environment**

Has a district school health coordinator	○		
Has a group that offers guidance on the development of policies or coordinates activities on health topics	●		
	Elementary Schools	Middle Schools	High Schools
Requires that schools have visitors report to the main office or reception area upon arrival	●	●	●
Requires schools to maintain closed campuses	●	○	○
Requires students to wear school uniforms	○	○	○
Requires the enforcement of a student dress code	○	○	○
Requires schools to use security or surveillance cameras	●	●	●
Requires schools to use metal detectors	○	○	○
Requires schools to use communication devices	○	○	○
Requires schools to use police, school resource officers, or security guards during the regular school day	○	●	●
Requires the following groups to wear identification badges:			
Students	○	○	○
Visitors	●	●	●
Faculty and staff	○	○	○
Requires schools to routinely conduct locker searches	NA	●	●
Requires schools to assign staff or adult volunteers to monitor the following:			
	Elementary Schools	Middle Schools	High Schools
School halls during classes	○	○	○
School halls between classes	○	○	○
Bathrooms	○	○	○
School grounds	○	○	○
Playgrounds	○	NA	NA
Requires schools to use the safety checklist and equipment guidelines in the Handbook for Public Playground Safety by the U.S. Consumer Product Safety Commission	○	NA	NA
Prohibits weapon use by students on school property and at off-campus, school-sponsored events	● <sup>11</sup>		
Prohibits weapon possession by students on school property and at off-campus, school-sponsored events	● <sup>11</sup>		

Prohibits physical fighting by students on school property and at off-campus, school-sponsored events	<input type="radio"/> <sup>11</sup>
Prohibits bullying by students on school property and at off-campus, school-sponsored events	<input type="radio"/> <sup>11</sup>
Prohibits gang activity	<input checked="" type="radio"/>
Requires a plan for the actions to be taken when a student at risk for suicide is identified	<input checked="" type="radio"/>
Prohibits cigarette smoking by students	<input checked="" type="radio"/>
Prohibits cigar or pipe smoking by students	<input type="radio"/>
Prohibits smokeless tobacco use by students	<input type="radio"/>
Prohibits cigarette smoking by faculty and staff during any school-related activity	<input checked="" type="radio"/>
Prohibits cigar or pipe smoking by faculty and staff during any school-related activity	<input checked="" type="radio"/>
Prohibits smokeless tobacco use by faculty and staff during any school-related activity	<input checked="" type="radio"/>
Prohibits cigarette smoking by school visitors	<input checked="" type="radio"/>
Prohibits cigar or pipe smoking by school visitors	<input checked="" type="radio"/>
Prohibits smokeless tobacco use by school visitors	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by students on campus	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by students off campus	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by faculty and staff on campus	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by faculty and staff off campus	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by school visitors on campus	<input type="radio"/>
Prohibits cigarette smoking and smokeless tobacco use by school visitors off campus	<input type="radio"/>
Prohibits all types of tobacco use in all locations	<input type="radio"/>
Prohibits tobacco advertisements in the following locations and ways:	
In the school building	<input type="radio"/>
On school grounds	<input type="radio"/>
In school vehicles	<input type="radio"/>
In school publications	<input type="radio"/>
Through sponsorship of school events	<input type="radio"/>
On apparel worn or merchandise carried by students	<input type="radio"/>
Prohibits alcohol use by students on campus	<input checked="" type="radio"/>

Prohibits alcohol use by students off campus	<input checked="" type="radio"/>
Prohibits illegal drug possession or use by students on campus	<input checked="" type="radio"/>
Prohibits illegal drug possession or use by students off campus	<input checked="" type="radio"/>
Requires student drug-testing	<input type="radio"/>
Requires or recommends that schools schedule outdoor activities to avoid times when the sun is at peak intensity	<input type="radio"/> <sup>2</sup>
Requires or recommends that schools establish procedures to encourage students to use sunscreen before going outside	<input type="radio"/> <sup>2</sup>
Requires schools to periodically test drinking water for the following:	
Bacteria	<input type="radio"/>
Coliforms	<input type="radio"/>
Contaminants	<input type="radio"/>
Requires schools to periodically flush drinking water outlets	<input checked="" type="radio"/>
Has implemented an engine idling reduction program for school buses	<input checked="" type="radio"/>
Requires the purchase of low-emitting products for use in and around the school and school grounds	<input checked="" type="radio"/>
Requires the inclusion of green design when building new school buildings or renovating existing buildings	?
Has an individual in the district who oversees custodial, maintenance, and environmental issues at schools in the district	<input checked="" type="radio"/>
Requires newly hired person overseeing custodial, maintenance, and environmental issues to have formal training in issues related to the physical environment of buildings and health hazards likely to be encountered in schools	<input checked="" type="radio"/>
Has adopted a policy on inspection or maintenance of the following school facilities and equipment:	
Fire extinguishers	<input checked="" type="radio"/>
Indoor athletic facilities and equipment	<input type="radio"/>
Lighting inside school buildings	<input type="radio"/>
Lighting outside school buildings	<input type="radio"/>
Other school areas, such as halls, stairs, and regular classrooms	<input type="radio"/>
Outdoor athletic facilities and equipment	<input type="radio"/>
Playground facilities and equipment	<input type="radio"/>
Smoke alarms	<input type="radio"/>

Special classroom areas, such as labs, workshops, and art rooms	<input type="radio"/>
Sprinkler systems	<input type="radio"/>
Requires schools to conduct the following periodic inspections:	
Building foundation, walls, and roof	<input checked="" type="radio"/>
Condensation	<input checked="" type="radio"/>
Drinking water outlets for lead	<input type="radio"/>
Heating, ventilation, and air conditioning (HVAC) system	<input checked="" type="radio"/>
Mold	<input checked="" type="radio"/>
On-site large-capacity drinking water tanks	?
Pests	<input checked="" type="radio"/>
Plumbing system	<input type="radio"/>
Requires Phase I environmental assessments	<input checked="" type="radio"/>
Requires schools meet the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) ventilation standard	<input checked="" type="radio"/>
Has a policy regarding how schools should address mold problems	<input type="radio"/>
Requires schools to respond to moisture-related issues within 48 hours or less	<input type="radio"/>
Requires schools to keep relative indoor humidity below 60 percent	<input type="radio"/>
Has an indoor air quality management system	<input checked="" type="radio"/>
Requires or recommends that schools use spot treatments rather than widespread applications of pesticides	<input type="radio"/> <sup>2</sup>
Requires that students wear appropriate protective gear when engaged in the following:	
Classes such as wood shop or metal shop	<input checked="" type="radio"/>
Lab activities for photography or science classes	<input checked="" type="radio"/>
District is a member of the local emergency planning committee	<input checked="" type="radio"/>
Requires schools to have crisis preparedness, response, and recovery plans that include:	
Establishment of an incident command system	<input checked="" type="radio"/>
Evacuation plans	<input checked="" type="radio"/>
Exterior control of building and grounds	<input checked="" type="radio"/>
Family reunification procedures	<input type="radio"/>
Lock down plans	<input checked="" type="radio"/>
Mechanisms for communicating the plan to students' families	<input checked="" type="radio"/>
Mechanisms for communicating with school personnel	<input checked="" type="radio"/>

Plans to resume normal activities	●
Provision of mental health services	●
Provisions for special needs students and staff	●
Procedures for responding to media inquiries	●
Requirements to conduct regular emergency drills	○
Requirements to periodically review and revise plans	●
Shelter-in-place plans	●
Requires or recommends that schools restrict the distribution of products promoting candy, fast food restaurants or soft drinks to students	● <sup>2</sup>
Prohibited from selling soft drinks produced by more than one company	○
Permits soft drink companies to advertise in school buildings	○
Permits soft drink companies to advertise on school grounds	○
Adopted a policy that supports or promotes walking or biking to and from school	○
Provided model policies to schools during the past two years on the following topics:	
Alcohol-use prevention	●
Bullying prevention	●
Crisis preparedness, response, and recovery	●
Drinking water quality	○
Green building design	●
Illegal drug-use prevention	●
Indoor air quality	○
Integrated pest management	●
Positive school climate	●
Tobacco-use prevention	●
Violence prevention	●
Provided funding for staff development or offered staff development to school faculty and staff during the past two years on how to implement policies and programs related to the following topics:	
Alcohol-use prevention	●
Bullying prevention	●
Crisis preparedness, response, and recovery	●
Drinking water quality	●
Green building design	●
Illegal drug-use prevention	●
Indoor air quality	●
Integrated pest management	●
Positive school climate	●
Tobacco-use prevention	●
Violence prevention	●



**Faculty and Staff Health Promotion**

Has a district-level faculty and staff health promotion coordinator	<input type="radio"/>
Requires each school to have a faculty and staff health promotion coordinator	<input type="radio"/>
Provided funding for or offered the following health screenings to faculty and staff during the past 12 months:	
Blood pressure	<input type="radio"/>
Breast cancer	<input type="radio"/>
Colorectal cancer	<input type="radio"/>
Diabetes	<input type="radio"/>
Height and weight or body mass	<input type="radio"/>
Oral health	<input type="radio"/>
Serum cholesterol	<input type="radio"/>
Skin cancer	<input type="radio"/>
Provided funding for or offered the following health-related activities to faculty and staff during the past 12 months:	
Asthma management education	<input checked="" type="radio"/>
Conflict resolution education	<input checked="" type="radio"/>
Counseling for emotional disorders	<input type="radio"/>
CPR education	<input checked="" type="radio"/>
Crisis intervention for personal problems	<input checked="" type="radio"/>
Diabetes management education	<input checked="" type="radio"/>
Emergency preparedness	<input checked="" type="radio"/>
Nutrition education	<input type="radio"/>
Physical activity and fitness counseling	<input type="radio"/>
Pre- or post-natal education	<input type="radio"/>
Stress management education	<input type="radio"/>
Tobacco-use cessation	<input checked="" type="radio"/>
Weight management	<input type="radio"/>
Worksite safety education	<input type="radio"/>
Provided funding for or offered the following health-related services to faculty and staff during the past 12 months:	
Identification of or referrals for abuse	<input type="radio"/>
Immunizations	<input type="radio"/>
Referrals for child or elder care	<input type="radio"/>
Referrals for oral health problems	<input type="radio"/>
Provided funding for or offered the following programs for faculty and staff during the past 12 months:	
Employee Assistance Program (EAP)	<input checked="" type="radio"/>
Health risk appraisals	<input type="radio"/>
Physical activity programs	<input type="radio"/>
Faculty and staff receive subsidies or discounts for off-site health promotion activities	<input type="radio"/>
Requires school physical activity facilities be made available for faculty and staff to use	<input type="radio"/>

Requires faculty and staff to receive the following health screenings prior to employment:	
Physical health examinations	<input type="radio"/> <sup>12</sup>
TB testing	<input checked="" type="radio"/> <sup>12</sup>
Illegal drug-use screening	<input type="radio"/> <sup>12</sup>
Requires faculty and staff to receive the following health screenings during employment:	
Physical health examinations	<input type="radio"/> <sup>12</sup>
TB testing	<input type="radio"/> <sup>12</sup>
Illegal drug-use screening	<input type="radio"/> <sup>12</sup>
Offers the following types of health insurance coverage to faculty and staff:	
Alcohol- or other drug-use treatment	<input checked="" type="radio"/>
Dental care	<input checked="" type="radio"/>
Immunizations	<input type="radio"/>
Mental health care	<input checked="" type="radio"/>
Preventive health care	<input checked="" type="radio"/>
Vision care	<input checked="" type="radio"/>

This publication was prepared by the Centers for Disease Control and Prevention (CDC). It summarizes district-level data collected during the School Health Policies and Programs Study (SHPPS) 2006 from each of the 22 local education agencies funded by the Division of Adolescent and School Health. SHPPS is conducted periodically to monitor the extent to which school health policies and practices are addressing the leading causes of death, illness, and social problems among young people and adults.

**For additional information** on SHPPS or to order SHPPS publications, contact the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, 4770 Buford Highway, NE, Mailstop K-33, Atlanta, GA 30341-3717; 800-CDC-INFO; [www.cdc.gov/shpps](http://www.cdc.gov/shpps).

### Footnotes

- <sup>1</sup> Unless otherwise indicated,
- Yes
  - No
  - NA Not Applicable
  - ? Incomplete Data

- 2
- Requires
  - Recommends or Encourages
  - Neither Requires, Recommends, nor Encourages
  - ? Incomplete Data

- 3
- Prohibits
  - Discourages
  - Neither Prohibits nor Discourages
  - ? Incomplete Data

4 SCHIP is the State Children’s Health Insurance Program.

5 WIC is the Special Supplemental Food Program for Women, Infants, and Children.

- 6
- Associate’s Degree in Nursing
  - Undergraduate Degree in Nursing
  - Graduate Degree in Nursing
  - Associate’s Degree in Any Field
  - Undergraduate Degree in Any Field
  - Graduate Degree in Any Field
  - NA Not Applicable
  - ? Incomplete Data

- 7
- Undergraduate Degree in Specific Field
  - Master’s Degree in Specific Field
  - Doctoral Degree in Specific Field
  - Undergraduate Degree in Any Field
  - Master’s Degree in Any Field
  - Doctoral Degree in Any Field
  - Other Degree
  - NA Not Applicable
  - ? Incomplete Data

- 8
- High school diploma or GED
  - Associate's degree in nutrition or a related field
  - Undergraduate degree in nutrition or a related field
  - Graduate degree in nutrition or a related field
  - NA Not Applicable
  - ? Incomplete Data
- 9
- Yes (For Breakfast, All Schools)
  - Yes (For Breakfast, Some Categories of Schools)
  - No
  - ? Incomplete Data
- 10
- Junk foods are defined as foods or beverages that have low nutrient density, that is, they provide calories primarily through fats or added sugars and have minimal amounts of vitamins and minerals.
- 11
- Both on School Property and at Off-Campus, School-Sponsored Events
  - On School Property Only
  - Neither on School Property nor at Off-Campus, School-Sponsored Events
  - ? Incomplete Data
- 12
- Required of All Faculty and Staff
  - Required of Some Faculty and Staff
  - Not Required on Any Faculty or Staff
  - ? Incomplete Data