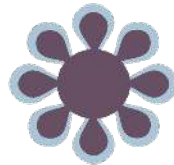ACTIVATED
SCHOOL
CHALLENGE

POWERED BY

MERCYHEALTH

Mental Health &
Recovery Services
Board of Allen,
Auglaize, and
Hardin Counties

The Mental Health, Alcohol &
Drug Addiction Recovery
Board of Putnam County

Welcome Packet, Application and Agreement

Topics

Index:

About

The Activated School Challenge supports K-12 schools in Allen, Auglaize & Putnam Counties to make their environments healthier by adopting guidelines that promote health and wellness. This challenge is powered by Activate Allen County, Mercy Health, The Mental Health Recovery Services Board of Allen, Auglazie and Hardin Counties & The Mental Health, Drug, Alcohol and Addiction Recovery Board of Putnam County.

The challenge begins in the Discovery Phase. The discovery phase includes assessments in nutrition, school environment, physical education, mental health and physical activity. Once your school completes their self-assessments in the Discovery Phase, you will enter the Planning Phase. During the Planning Phase, your school will create an Action Plan (with a program budget) to increase your score and support the health of your students. Meaningful & sustainable improvement is a required component of funded Action Plans. Approved projects will be funded up to $2,500 (up to $2,000 if there is no mental health component to the project). Once your School Challenge Application, Budget & Action Plan has been approved & funded, you'll enter the Implementation Phase. During this time, your school will implement the improvements as funded & described in your Action Plan.

*Extra consideration will be considered for schools that host a Mental Health First Aid Training &/or QPR Training (which we offer free of charge). Mental Health First Aid is a skills-based training that teaches people how to identify, understand and respond to signs and symptoms of a mental health or substance use challenge in adults ages 18 and over. Question, Persuade, and Refer (QPR) Gatekeeper Training for Suicide Prevention is a one to two hour educational program designed to teach lay and professional "gatekeepers" the warning signs of a suicide crisis and how to respond. Gatekeepers can include anyone who is strategically positioned to recognize and refer someone at risk of suicide (e.g., teachers, coaches, bus drivers, and school facility members).

Please complete the following application and submit to AAC before December 21, 2024. For more information about Activate Allen County or the Activated School Challenge call Josh Unterbrink at 419-303-3387, 419-222-6045 or junterbrink@activateallencounty.com.

2024 - 2025 CHALLENGE APPLICATION

1. School Name: _____

2. How many students enrolled at your school for the 2024–2025 school year? _____

3. How many faculty and staff members are at your school for the 2024–2025 academic year? _____

4. Select description of your school:
   □ Public School
   □ Private/Charter School

5. Indicate the grades at your school:
   □ Kindergarten – 5th grades
   □ 6th – 8th grades
   □ 9th – 12th grades

6. What is the address of your school? _____

7. School website: _____

8. Contact person: _____

9. Contact person's email address: _____

10. Contact person's phone number: _____

11. Has your school participated in either: QPR training &/or Mental Health First Aid _____

AGREEMENT

By signing below _____ (name of school) will actively participate with Activate Allen County in the discovery phase, action planning phase and implementation phase of the Activated School Challenge.

Sustainable improvement is a required component of the funded action plan.

This agreement will be effective ___/___/2024 and continue until July 31, 2025.

_____   _____
Date   Participating Site Representative, Title

_____   _____
Date   Josh Unterbrink, Activate Allen County Co-Director

STEPS TO BE COMPLETED BY YOUR SCHOOL:

The Actived School Challenge has three phases:

- **Discovery Phase**
- **Planning Phase**
- **Implementation Phase.**

We ask that schools complete and submit their application, assessments, action plan and budget by December 21, 2024 to be eligible for funding consideration. Contact Josh to schedule Mental Health First Aid or QPR Training.

Discovery Phase:

Discovery Phase (November 2024) - Schools are to complete their self-assessments and begin working on an Itemized Budget and Action Plan.

Please answer the following questions and identify contact persons for each section.

Physical Education/Physical Activity Contact Person: _____

Smarter Lunchroom Contact Person: _____

School Counseling Contact Person: _____

Overall School Environment Contact Person: _____

Deliverables: Completed Assessment

Planning Phase: Action Plan & Budget

Planning Phase (November 2024 – December 2025)

Each school will create and submit an Action Plan & an Itemized Budget for the Activated School Challenge. Policy improvement is a required component of the funded action plan. Activate Allen County will provide education sessions on evidence based strategies, activities and policies and also assist with developing an action plan that is feasible for each school.

Deliverables: Action Plan & Budget

See Appendix II and III (for action plan and recommendations)

Implementation Phase

Implementation Phase (January 2024 – September 2025)

Approved action plans will receive funding for plan/program implementation. Follow-up assessments will be distributed to determine progress on goals.

Awarded schools will be asked to attend the Activated School Challenge Awards Banquet in 2025 and to submit photos and progress updates on their school challenge program.

Deliverables: Program photos and assessment

ASSESSMENTS: *TO BE COMPLETED BY YOUR SCHOOL*

Physical Education and Other Physical Activity Programs Assessment

Please circle the best answer (3, 2, 1 or 0)
*To be completed by the school

1. A. (**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 be spread over at 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 grade throughout the school year.
    0 = Fewer than 60 minutes per week or not all students receive physical education throughout
            the school year

    B. (**MIDDLE/ HIGH SCHOOL ONLY**)
    Do all students in each grade receive physical education for at least 225 minutes per week
    throughout the school year? *NOTE: Physical education classes should be spread over at least
    three days per week, with daily physical education preferable.*

    3 = Yes.
    2 = 135-224 minutes per week for all students in each grade throughout the school year.
    1 = 90-134 minutes per week for all students in each grade throughout the school year.
    0 = Fewer than 90 minutes per week or not all students receive physical education throughout the
            school year

2. Does the physical education program use three or more methods to promote student participation in a variety of community physical activity options?

    3 = Yes, through three or more methods.
    2 = The program promotes participation in a variety of community physical activity options, but
            through only one or two methods.
    1 = The program promotes 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.

3. Does the 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
- Using modified equipment and facilities
- Ensuring that students with chronic health conditions are fully participating in physical activity as appropriate and when able
- Monitoring signs and symptoms of chronic health conditions
- Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to asthma symptoms) in the gym and on playing fields; assisting students who do not self-carry
- Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise)
- Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
- 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.

4. Do both boys and girls participate in school-sponsored intramural programs or physical activity clubs?

> 3 = Yes, many boys and girls participate in school-sponsored intramural programs or physical activity clubs.
> 2 = For the most part, many students of only one sex participates in school-sponsored intramural programs or physical activity clubs.
> 1 = Very few students of either sex participate in school-sponsored intramural programs or physical activity clubs.
> 0 = There are no school-sponsored intramural programs or physical activity clubs.

5. Does your school promote or support walking and bicycling to 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
- Crosswalks on streets leading to schools
- Walking school buses
- Documentation of the 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 school in six or more of these ways.
> 2 = Our school promotes or supports walking and bicycling to school in three to five of these ways.

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.

6. Does your school offer opportunities for students to participate in physical activity before and after the school day for example, through organized physical activities (such as interscholastic sports, physical activity clubs, intramural sports, before school physical activity), or access to facilities or equipment for physical activity?

3 = Yes, both before and after the school day

2 = We offer before school or after school, but not both.

1 = We do not offer opportunities for students to participate in physical activity before or 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 or after the school day, and there are no plans to initiate it.

7. Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school 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.

Smarter Lunchroom Assessment

This assessment may require the assessor to observe a lunch period.

Please select all of the applicable items:

Focus on Fruit
- ❏ At least two kinds of fruit are offered
- ❏ Sliced or cut fruit is offered
- ❏ A variety of mixed whole fruits are displayed in attractive 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.
- ❏ At least one fruit is identified as the featured fruit-of-the day and is labeled with a creative, descriptive name at the point of selection.
- ❏ A fruit taste test is offered at least once a year.

Vary the Vegetables
- ❏ At least two kinds of vegetables are offered.
- ❏ Vegetables are offered on all service lines.
- ❏ Both hot and cold vegetables are offered.
- ❏ When cut, raw vegetables are offered, they are paired with a low-fat dip such as ranch, hummus or salsa.
- ❏ A serving of vegetables is incorporated into an entree item at least once a month.
- ❏ Self-serve spices and seasonings are available for students to add flavor to vegetables.
- ❏ At least one vegetable is identified as a featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- ❏ A vegetable taste test is offered at least once a year.

Highlight the Salad
- ❏ Pre-packaged salads or a salad bar is available to all students.
- ❏ Pre-packaged salads or salad bars are in high traffic areas.
- ❏ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing and other non-produce items
- ❏ Pre-packaged salads or salad bar choices are labeled with creative, descriptive names and displayed next to each choice.

Move More White Milk
- ❏ Milk cases/coolers are kept full throughout meal service.
- ❏ White milk is offered in all beverage coolers.
- ❏ White milk is organized and represents at least ⅓ of all milk in each designated milk cooler.
- ❏ White milk is displayed in front of other beverages in all coolers.
- ❏ 1% or non-fat white milk is identified as the featured milk is labeled with a creative, descriptive name.

Boost Reimbursable Meals
- ❏ Food service staff politely prompts students who do not have a full reimbursable meal to select a fruit or vegetable.
- ❏ One entree is identified as the featured entree-of-the-day, is labeled with a creative name next to the point of selection, and is the first entree offered.
- ❏ Creative, descriptive names are used for featured items on the monthly menu.
- ❏ One reimbursable meal is identified as the featured combo meal and is labeled with a creative name.
- ❏ The combo meal of the day or featured entree-of-the-day is displayed on a sample tray or photograph.

- ❏ A (reimbursable) combo meal is offered as a gravy-and-go meal.
- ❏ Signs show students hot to make a reimbursable meal on any service line.
- ❏ Students can pre-order lunch in the morning or day before.
- ❏ Students must use cash to purchase a la carte snack items if available.
- ❏ Students have to ask a food service worker to select a la carte snack items if available.
- ❏ Students are offered a taste test of a new entree at least once a year.

Lunchroom Atmosphere
- ❏ Cafeteria staff smile and greet students upon entering the service line and throughout meal service.
- ❏ Attractive, healthful food posters are displayed in dining and service areas.
- ❏ A menu board with today's featured meal options with creative names is readable from 5 feet away when approaching the service area.
- ❏ The lunchroom is branded and decorated in a way that reflects the student body.
- ❏ Cleaning supplies or broken/unused equipment are not visible during meal service.all lights in the dining and meal service areas work and are turned on.
- ❏ Compost/recycling and trash cans are at least 5 feet away from dining students.
- ❏ There is a clear traffic pattern. Signs, floor decals, or rope lines are used when appropriate.
- ❏ Trash cans are emptied when full.
- ❏ A menu board with tomorrow's featured meal with creative names is readable from 5 feet away in the service or dining area.

Student Involvement
- ❏ Student artwork is displayed in the service area or dining space.
- ❏ Students, teachers, or administrators announce today's menu in daily announcements.
- ❏ Students are involved in the development of creative and descriptive names for menu items.
- ❏ Students have the opportunity to volunteer in the lunchroom.
- ❏ Students are involved in the creation of artwork or marketing materials to promote menu items.
- ❏ Students provide feedback to inform menu development.

School Community Involvement
- ❏ A monthly menu is posted in the main office.
- ❏ A menu board with creative, descriptive names of today's featured meal options is located in the main office.
- ❏ A monthly menu is provided to students, families, teachers and administrators.
- ❏ Information about the benefits of school meals is provided to teachers and administration at least annually.
- ❏ Nutrition education is incorporated into the school day.
- ❏ Students are engaged in growing food.
- ❏ Elementary schools provide recess before lunch.
- ❏ The school participates in one or more food promotion programs such as, Chefs to Schools, Fuel up to Play 60, Share Our Strength, etc.
- ❏ The school has a partnership with Farm to School, local businesses or a farmers market.
- ❏ Lunchroom policies are included in the local school wellness policy.

School Environment Assessment

Please circle the best answer (3, 2, 1 or 0)
*To be completed by the school

1. 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?

    3 = Yes.
    2 = There is a committee or team that does this, but it could be more representative.
    1 = There is a committee or team, but it is not representative, or it meets less often than four times
           a year.
    0 = No.

2. Does your school or district have written health and safety policies that include the following components?

    ● Rationale for developing and implementing the policy
    ● Population for which the policy applies (e.g., students, staff, visitors)
    ● Where the policy applies (e.g., on or off school property)
    ● When the policy applies
    ● Programs supported by the policy
    ● Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policy
    ● Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policy
    ● Communication procedures (e.g., through staff meetings, professional development, website, staff handbook) of the policy
    ● Procedures for addressing policy infractions
    ● Definitions of terms

        3 = All of our health and safety policies include all of these components.
        2 = Most of our health and safety policies include all of these components.
        1 = Some of our health and safety policies include some of these components.
        0 = Few of our health and safety policies include only a few of these components, or our school
               or district does not have any health and safety policies.

3. Has your school implemented the following components of the district's local wellness policy?

    ● Nutrition education and promotion activities
    ● Physical activity opportunities
    ● Nutrition standards for all foods and beverages available on each school campus during the school day that meet or exceed the USDA's requirements for school meals and competitive foods and beverages
    ● Marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.
    ● Other school-based activities that promote student wellness
    ● Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local wellness policy. Regular reporting on content and implementation to the public (including parents, students, and community members)

- Periodic measurement of school compliance with the local wellness policy and progress updates made available to the public
- Designation of a lead school official to ensure compliance with local wellness policy

    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.

4. Does your school prohibit the use of tobacco by students?

    3 = Yes, in all locations
    2 = Tobacco use by students is prohibited in all school buildings and on all school grounds, but is allowed either at school-sponsored events off school grounds or in school vehicles.
    1 = Tobacco use by students is prohibited only in school buildings, but is allowed on school grounds or tobacco use is allowed at both school-sponsored events off school grounds and in school vehicles.
    0 = Tobacco use by students is allowed in school buildings or tobacco use is allowed on school grounds, at school-sponsored events off school grounds, and in school vehicles.

5. Does your school prohibit the use of tobacco by staff members and visitors?

    3 = Yes, in all locations.
    2 = Tobacco use by staff members and visitors is prohibited in all school buildings and on all school grounds, but is allowed either at school-sponsored events off school grounds or in school vehicles.
    1 = Tobacco use by staff members and visitors is prohibited only in school buildings, but is allowed on school grounds or tobacco use is allowed at both school-sponsored events off school grounds and in school vehicles.
    0 = Tobacco use by staff members and visitors is allowed in school buildings or tobacco use is allowed on school grounds, at school-sponsored events off school grounds, and in school vehicles.

School Counseling, Psychological & Social Services Assessment

Please circle the best answer (3, 2, 1 or 0)

*To be completed by the school

1. Does your school have access to a full-time counselor, social worker, and psychologist for providing counseling, psychological, and social services?

 Is an adequate number of these staff members provided based on the following recommended ratios?

- One counselor for every 250 students
- One social worker for every 400 students
- One psychologist for every 1,000 students

    3 = Yes, we have a full-time counselor, social worker, and psychologist, and the recommended ratios are present.

    2 = We have a full-time counselor, social worker, and psychologist, but fewer than the recommended ratios.

    1 = We have a full-time counselor, social worker or psychologist, but not all three.

    0 = No, we do not have even one full-time counselor, social work or psychologist.

2. Does the counseling, psychological, or social services provider promote the emotional, behavioral, and mental health of and provide treatment to students and families in the following ways?

- 1-on-1 counseling/sessions
- Small group counseling/sessions
- Classroom-based health promotion and prevention
- School-wide health promotion and prevention

    3 = Yes, it is provided in all four ways.

    2 = It is provided in 1-on-1 and small group sessions, and classroom-based or school-wide activities.

    1 = It is provided only via 1-on-1 and small group sessions.

    0 = No, our counseling, psychological, or social services provider does not promote emotional, behavioral, and mental health or provide treatment in any of these ways or we do not have such a provider.

3. Does the counseling, psychological, or social services provider collaborate with other school staff members to promote student health and safety in at least six of the following ways?

- Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)
- Providing professional development on managing student health and safety concerns, a component of which educates staff on the impact of Adverse Childhood Experiences (ACEs) and the principles of a trauma-informed school
- Developing policy
- Identifying, revising or developing curricula or units/lessons

- Developing and implementing school-wide and classroom activities
- Developing School Improvement Plans
- Establishing communication systems with other school staff

  3 = Yes, there is collaboration in at least six of these ways.

  2 = There is collaboration in three to five of these ways.

  1 = There is collaboration in one or two of these ways.

  0 = No, there is no collaboration, or the school does not have a counseling, psychological, or social services provider.

4. Does the counseling, psychological, or social services provider have a system for identifying and tracking students with emotional, behavioral, and mental health needs?

  3 = Yes, there is a system to identify and track students with emotional, behavioral, and mental health needs.

  2 = Students are systematically identified, but not systematically tracked.

  1 = Students are identified only when an urgent need arises at school.

  0 = No, there is no system for identifying or tracking students with emotional, behavioral, and mental health needs, or the school does not have a counseling, psychological, or social services provider.

5. Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based counseling, psychological, and social services?

- Case management, including assessment, referral, education, support, and monitoring, is offered. ü Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff.
- Staff members are given clear guidance on referring students to school counseling, psychological, and social services.
- Referral forms are easy for staff members to access, complete, and submit confidentially.
- A designated staff person (e.g., school counselor, social worker, or psychologist) regularly reviews and sorts referral forms and conducts initial screening.
- With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA.
- Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable.
- A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback, types of insurance accepted)
- Meetings are held with all relevant parties to discuss referral alternatives.
- Potential barriers (e.g., cost, location, transportation, stigma), and how to overcome them, are discussed.
- Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service.
- A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA.
- Professional development is provided to all staff members about the referral process.

3 = Yes, our school has a referral system that includes all of these components.

2 = Our school has a referral system that includes some of these components.

1 = Our school has a referral system that includes a few of these components.

0 = Our school's referral system does not include any of these components, or our school does not have a referral system.

6. Does your school aid students during school and life transitions (such as changing schools or changes in family structure) in the following ways?

- Matching new students with another student or buddy
- Opportunities for students to check-in with a trusted adult
- Orientation programs that focus on adapting to transitions

3 = Yes, our school aids students during school and life transitions in all three of these ways.

2 = Our school aids students during school and life transitions in two of these ways.

1 = Our school aids students during school and life transitions in one of these ways.

0 = No, our school does not aid students during school and life transitions in these ways

Action Plan & Budget

Action Plan (Sample)

Goal: ***Increase the amount of healthy snacks in school concessions***

Actions	Steps	By Whom and When
1. Complete healthy concessions assessment	a. Take photos of current concession stands b. Create an assessment survey c. Complete the assessment survey	Suzanne J. 9/8/2022 Taylor H. 9/15/2022 Brad L. 9/21/2022
2. Complete survey of friends, peers, teachers, student athletes and spectators	a. Create customer interest survey b. Survey friends, peers, teachers, student athletes and spectators about healthy concessions	Taylor H. 10/3/2022 Suzanne J., Brad L., Taylor H. 10/28/2022
3. Create a list of suggested changes and a plan to complete those changes	a. Compile all responses from customer interest survey b. Research ideas on suggested changes for concession stands c. Create a list of suggested changes d. Create a plan on how to complete these changes	Taylor H. 11/4/2022 Brad L. 11/18/2022 Suzanne J., Brad L., Taylor H. 12/9/2022 Suzanne J., Brad L., Taylor H. 12/9/2022
4. Share your list of suggested changes with decision makers (school, partners, Activate Allen County)	a. Compile assessment results b. Host a meeting to share results of your assessment. Share suggested changes and plan to complete changes, asking for feedback and support.	Suzanne J. 9/18/2022 Suzanne J., Brad L., Taylor H. 12/14/2022 Suzanne J., Brad L., Taylor H. 12/14/2022

Action Plan (Blank)

Goal:

Actions	Steps	By Whom and When

Project Budget Total: _____

*Please attach an itemized project budget.

Assessment Scoresheets

= THIS SECTION WILL BE COMPLETED BY AAC

Physical Education and Other Physical Activity Programs Assessment

Contact Person:

Topic	Points	Possible points
150 minutes of physical education per week (Elementary School) / 225 minutes of physical education per week (Middle / High School)		3 Points
Promote community physical activities		3 Points
Address special healthcare needs		3 Points
Participation in intramural programs or physical activity clubs		3 Points
Promotion or support of walking and bicycling to school		3 Points
Availability of physical activity breaks in classrooms		3 Points
Availability of before-and after-school physical activity opportunities		3 Points
Total Points		**21 Possible Points**

Smarter Lunchroom/Nutrition Assessment
Contact Person:

Topic	Points	Possible Points
Focus on Fruit		6 Points

Vary the Vegetables		8 Points
Highlight the Salad		4 Points
Move More White Milk		5 Points
Reimbursable Meals		11 Points
Lunchroom Atmosphere		10 Points
Student Involvement		6 Points
School Involvement		10 Points
Total Points		**60 Possible Points**

School Environment Assessment

Contact Person:

Topic	Points	Possible Points
Representative school health committee or team		3 Points
Written school health and safety policies		3 Points
Local wellness policies		3 Points
Prohibit tobacco use among students		3 Points
Prohibit tobacco use among school staff members and visitors		3 Points
Total		**15 Total Possible Points**

School Counseling, Psychological & Social Services Assessment

Contact Person:

Topic	Points	Possible Points
Counseling, psychological, and social services		3 Points

Health and safety promotion and treatment		3 Points
Collaborate with other school staff members		3 Points
Identify and track students with emotional, behavioral, and mental health needs		3 Points
Establish referral system		3 Points
Aid students during transitions		3 Points
Total		**18 Total Possible Points**

Complete Assessment Results

Section	Number of Points	Possible Points
Physical Education / Physical Activity		21 possible
Smarter Lunchroom		60 possible
School Environment		15 possible
School Counseling		18 Possible
Total Points		114 total possible points

Total Points: _____

Recommendations

a.   Wellness Policy Improvement

Wellness policies are essential to making the healthy choice the easy choice on campus. Effective wellness policies make physical activity and healthy eating sustainable practices. They include school staff, students and families to make sure the diverse needs of your community are met.

       1.   WellSat - http://www.wellsat.org/
       2.   Action For Health Kids Wellness toolkit - http://www.actionforhealthykids.org/storage/documents/parent-toolkit/partner-resource-pdfs/ResourceKit-CanDo.pdf
       3.   Ohio Action For Healthy Kids - http://www.ohioactionforhealthykids.org/
       4.   Whole School, Whole Community, Whole Child (WSCC) Initiatives- http://www.cdc.gov/healthyschools/wscc/index.htm

b.   Snacks & Beverages

Parents, districts, states and now the federal government have decided that it is time to change and raise the standards for the foods and beverages sold to students in schools. The USDA's Smart Snacks in School nutrition standards are science-based standards for all foods and beverages sold to students during the school day.

       1.   School Nutrition Resources - https://healthymeals.nal.usda.gov/school-wellness-resources-2
       2.   Smart Snacks - http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks
       3.   Concession Stands - YES Tool KIT FOR HEALTHY CONCESSIONS - http://www.youthempoweredsolutions.org/wp-content/uploads/2014/05/YES_Healthy_Concessions_Toolkit-Preview.pdf

c.   Breakfast & Lunch

School foods that promote proper nutrition improve student behavior, performance and overall cognitive development. And with school meals providing up to half of the daily calories and nutrients students consume, breakfast and lunch are more important than ever. To continue improving cafeterias, updated federal requirements for school breakfast and lunch programs have changed yesterday's menus.

       1.   Smarter Lunchroom Equipment - items to support Smarter Lunchrooms
       2.   School Nutrition Resources - https://healthymeals.nal.usda.gov/school-wellness-resources-2
       3.   School Menu Updates- fund menu improvement

d.   Health Education

Health education programs use skill-based instruction to teach students about important health behaviors like healthy eating and physical activity. They provide functional knowledge and critical health skills that build personal confidence and the ability to deal with social pressures. Health education programs give students the knowledge and skills to become successful learners and healthy adults.

       1.   NFL Fuel Up to Play 60 Programming/Equipment- https://www.fueluptoplay60.com/
       2.   Ohio Action For Healthy Kids - http://www.ohioactionforhealthykids.org/
       3.   Safe Routes to School Programs (fund walking school buses, W2SD, B2sd, Rodeos) - http://www.saferoutesinfo.org/
       4.   We Can! Energize our Families - http://www.nhlbi.nih.gov/health/educational/wecan/
       5.   Quality Healthy After-school programs (school based) - https://www.healthiergeneration.org/about_childhood_obesity/wellness_stories/out-of-school_time_in_philly/

e.   Physical Activity

Childhood obesity has increased as physical activity in schools has decreased. Physical activity should not be confused with physical education - one is an active class and one is an active lifestyle. Schools can support these active lifestyles by creating an environment that encourages movement at all times throughout the day.

    1.   Spark PE Kits/Curriculum (k-2, 2-4, MS, HS), In Class Activity, Spark PE Teacher Training & MORE - http://www.sparkpe.org/

    2.   Go Noodle **-** helps teachers and parents get kids moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day. Go Noodle is designed with K-5 classrooms in mind. https://www.gonoodle.com/

    3.   CATCH EQUIPMENT PACKS/Training - http://www.flaghouse.com/ http://www.flaghouse.com/General-Education/CATCH/

    4.   NFL Fuel Up to Play 60 Programming/Equipment- https://www.fueluptoplay60.com/

    5.   Safe Routes to School Programs (fund walking school buses, W2SD, B2sd, Rodeos) - http://www.saferoutesinfo.org/

    6.   S & S PE Resources (kits and more) - http://pe.ssww.com/?utm_source=PEC&utm_medium=display&cid=1366&aid=PEC&oc=B3342

    7.   Daily Mile - https://www.thedailymile.us/

f.   <u>Physical Education</u>

Physical education is the only class designed to move kids. It keeps kids active, and besides being healthier, active students score higher on standardized tests. That makes it necessary to keep students physically active to not only support academic achievement but to improve it.

    1.   Fitness Gram - http://www.fitnessgram.net/

    2.   Spark PE Kits/Curriculum (k-2, 2-4, MS, HS), In Class Activity, Spark PE Teacher Training & MORE - http://www.sparkpe.org/

    3.   CATCH EQUIPMENT PACKS/Training - http://www.flaghouse.com/ http://www.flaghouse.com/General-Education/CATCH/

    4.   NFL Fuel Up to Play 60 Programming/Equipment- https://www.fueluptoplay60.com/

    5.   PE Equipment to assist with OH PE Testing

    6.   S & S PE Resources (kits and more) - http://pe.ssww.com/?utm_source=PEC&utm_medium=display&cid=1366&aid=PEC&oc=B3342

    7.   Adapted PE Equipment (meeting the needs of all students) - http://www.pecentral.org/adapted/adaptedmenu.html

g.   <u>Employee Wellness</u>

Healthy employees are more productive, have more energy and better manage stress. Employee wellness programs can keep your staff healthy, decrease sick days, lower insurance costs, and increase employee retention. Healthy employees are just as important as healthy students, especially in their ability to be a model of health for students.

    1.   ACESC - http://www.allencountyesc.org/

    2.   Whole School, Whole Community, Whole Child (WSCC) Initiatives- http://www.cdc.gov/healthyschools/wscc/index.htm

h.   <u>Tobacco Free Living</u>

Healthy students & employees means tobacco free living too. Support healthy choices and tobacco prevention for students, faculty and staff. Quality tobacco free policies are necessary to ensure clean air for all who use school buildings and grounds. Support current tobacco users in quitting by promoting the Ohio Tobacco Quit Line & other anti-tobacco programs, policies and procedures - http://www.healthy.ohio.gov/healthylife/tobc2/cessation/quit.aspx.