

**California Department of Education
2015 California School Recognition Program**

**Criteria and Rubric for an Exemplary Program Award in
Physical Activity and Nutrition
2014–15**

The focus of this application is schools serving grades 6–8 or 9–12 that are making significant improvements in their school environment related to physical activity and nutrition. This award will recognize the schools that are implementing the goals of the Superintendent’s Team California for Healthy Kids initiative:

1. Increasing Access to fresh fruits and vegetables
2. Increasing Access to fresh, free, drinking water
3. Increasing moderate to vigorous physical activity

Name of School _____ District _____

County Office _____

Date of Visit _____

Name of School or Program _____

Name of Principal _____ Phone # _____ E-mail _____

Name of School Contact _____ Phone # _____ E-mail _____

The following criteria will be used to evaluate your Physical Activity and Nutrition programs for designation as an Exemplary Program through the California Gold Ribbon Schools Program.

Exemplary Physical Activity and Nutrition Program

THEME 1—PLANNING, POLICY, AND OVERSIGHT		Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
Developing a clear vision for student wellness and implementing a comprehensive local wellness school policy at the school site level is essential to the academic success and lifelong well-being of students. Schools that can articulate their vision in context with the broader district vision, strategic goals, and policies are much more likely to be successful in creating an environment that consistently supports healthy choices for students.					
1.A.	The school articulates a site-specific vision for student wellness, optimally in alignment with the broader district strategic goals and policies.				
1.B.	The school integrates student wellness into other policy and administrative regulations such as school strategic plan, school site improvement plan, and/or the school safety plan.				
1.C.	The school has created site-specific wellness policy language that enhances the district wellness policy and includes language that requires implementation of local priorities at the school site level for all activities held on school grounds, including before and after school.				
1.D.	The school has developed a school site-specific action plan to monitor implementation of the wellness policy and uses school site-specific data- to evaluate progress on a regular basis. The school site has designated a leader who is accountable for oversight of implementation.				
1.E.	The school actively notifies their school community, including school staff, students, families, and the community, about their wellness policy in multiple ways and on a frequent basis.				
1.F.	The school has representatives that actively participate in district wellness committees or school site committees focused on student wellness.				
1.G.	Within the last two years, the school has completed or updated an assessment about the school’s health environment and wellness policy implementation.				
1.H.	The school has received recognition awards that address a healthy school environment.				

<p align="center">THEME 2—HEALTHY EATING, BEVERAGES, AND NUTRITION EDUCATION</p> <p>Nutrition programs enhance daily nutrient intake, leading to improvements in academic performance and psychosocial functioning. Consistent nutrition messages throughout the school reinforce classroom nutrition education and help students build knowledge and skills for lifelong wellness. Nutrition education involves multiple channels of communication, including classroom instruction, student activities (e.g., taste testing), or interactive poster/bulletin board activities.</p>	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
<p>2.A. School Meals</p> <ul style="list-style-type: none"> • The school offers breakfast, lunch, afterschool snack/supper, and summer meals. • The school promotes the meal programs to all constituencies. • The school features menus with healthy choices that are flavorful and attractively presented. • The food reflects the ethnic diversity of the school. • The school offers alternative service methods to increase school breakfast participation (e.g., Breakfast in the Classroom, Grab n’ Go Breakfast, and Last Chance Breakfast). • The school offers a salad bar as part of the school meal programs. The salad bar is attractive and includes a variety of fresh fruits and vegetables. • The school features locally grown food at meals and/or food tasting events. 				
<p>2.B. Water Access</p> <ul style="list-style-type: none"> • The school provides access to free water during the entire school day in a variety of venues throughout the school campus. • The school provides access to free water during after-school events. • The school actively promotes water consumption/hydration. • The school/district addresses water access and/or consumption in their Local School Wellness Policy (LSWP). 				

2.C.	<p>School Nutrition Environment</p> <ul style="list-style-type: none"> • The school employs practices to ensure students have 20 minutes, once seated, to eat their meals. • Adults encourage students to choose healthy food/beverages. • Adults model eating healthy foods/beverages. • The school actively promotes healthy foods and beverages outside the school meal programs. • In the past 12 months, the school promoted healthy eating by providing educational messages outside of the classroom, such as displaying informational posters in prominent places, providing signage for healthy options at the point where food selections are made, having routine articles about healthy eating in the school newsletter, or using USDA “My Plate” materials. • In the past 12 months, the school promoted healthy eating by sponsoring events such as Fruit and Vegetable Tasting, Nutrition Health Fair, Breakfast Campaign, Harvest of the Month, Farm to Fork, or a National Nutrition Month Activity. • The school uses healthy food or non-food items, such as a Jog-a-Thon, as fundraisers. 				
2.D.	<p>Nutrition Education</p> <ul style="list-style-type: none"> • The school implements a comprehensive program in health education focused on the acquisition of skills needed to adopt healthy eating behaviors and lifelong wellness practices. • The nutrition education curriculum is research based, sequential, and aligned with the Nutrition and Physical Activity content area of the Health Education Content Standards for California Public Schools. • Nutrition education is integrated into other subject areas besides health. • The nutrition instruction program design includes an emphasis on healthy eating behaviors, physical activity, and food literacy. • Nutrition education is developmentally appropriate, culturally relevant, and includes participatory, enjoyable nutrition promotion activities such as taste testing, farm visits, school gardens, classroom cooking, etc. 				

2.E.	<p>Student Voices/Adult Participation</p> <ul style="list-style-type: none"> • The school provides students an opportunity to have input on school menu items. • The school conducts regular food tasting activities with students to introduce healthy menu items. • Teachers use non-food rewards for accomplishments. • The school participates in Farm to School activities, such as buying fruits and vegetables from local farmers, holding a farmer’s market on site, providing presentations from farmers, and/or field trips to farms. • At least 50 percent of the food and beverage choices served at classroom parties and celebrations are healthy foods and beverages. • At least 50 percent of food and beverage choices served at school events are healthy foods and beverages 				
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	THEME 3–PHYSICAL EDUCATION AND PHYSICAL ACTIVITY School-based physical education and physical activity programs help children learn and practice skills that can lead to healthy, active lifestyles. Adolescents should participate in 60 minutes or more of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive, school-based physical activity program that includes these components: PE, recess, classroom-based physical activity, and walking and biking to school. This is a significant focus of the Team California for Healthy Kids initiative.	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
3.A.	The school requires that all students participate in a minimum of 400 minutes of physical education instruction every ten school days for the entire school year.				
3.B.	The school requires that all students participate in moderate to vigorous physical activity (MVPA) that increases breathing and heart rate for increasing periods of time, three to four days each week.				
3.C.	The school implements a sequential, developmentally appropriate physical education curriculum aligned with the <i>Physical Education Framework for California Public Schools</i> and/or the <i>Physical Education Model Content Standards for California Public Schools</i> .				
3.D.	The school requires that all seventh and ninth grade students participate in the Physical Fitness Testing (Fitnessgram) in February through May and includes the most recent data in the annual School Accountability Report Card (SARC).				
3.E.	The school requires that physical education is taught by an appropriately credentialed physical education teacher(s) trained in best practice physical education methods.				
3.F.	The school requires that all physical education teacher(s) use(s) written lesson plans with appropriate objectives that guide instruction at all grade levels.				
3.G.	The school integrates physical activity into core academic subjects and provides physical activity breaks for students and staff when seat time exceeds one hour.				
3.H.	The school offers all students opportunities for structured physical activity through intermural sports during after school hours.				
3.I.	The school offers before and/or after school physical activity and/or interscholastic sports programs.				

3.J.	The school participates in the Presidential Youth Fitness Program or other similar programs that reward students for physical achievement.				
3.K.	In the past 12 months, the school has promoted walk, roll, or bike to school activities.				
3.L.	In the past 12 months, the school has promoted physical activity by providing educational messages outside of the classroom.				
3.M.	A plan is in place to promote and ensure all students, including those with disabilities and chronic health problems can participate in physical activity.				

	THEME 4—EMPLOYEE WELLNESS The culture of the school ensures high-level job performance and healthy role models for students by supporting and facilitating the well-being of all employees. The school may assist employees and their families in making voluntary behavior changes which reduce their health and injury risks, improve their health consumer skills, enhance their productivity and well-being and serve as role models for students.	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
4.A.	The district has a comprehensive employee wellness program which is implemented at the school site level.				
4.B.	A school employee wellness leader and/or committee is identified with specific responsibilities.				
4.C.	The school offers all staff members distinct opportunities to participate in on-site physical activity on a regular basis, such as walking groups, walking contests, and incentives.				
4.D.	The school offers all staff members intentional access to and promotion of healthy food and water choices, such as vending choices and meals, and special pricing for salad bars.				
4.E.	A survey of staff members' wellness interests, preferred modes of delivery, and availability to participate is conducted annually.				
4.F.	A calendar of health promotion programming is provided to staff members at least quarterly.				
4.G.	Facilities are available for staff to use for their own personal exercise and physical activity (may be on-site or off-site).				
4.H.	The school encourages staff to take advantage of wellness programs within the school district and community by providing regular communication in a variety of ways (e.g., staff newsletters, school Web sites, staff meetings).				
4.I.	All staff can participate in basic health screenings (e.g., health risk appraisal, blood pressure, blood lipids, and height and weight).				

	<p align="center">THEME 5—PROFESSIONAL DEVELOPMENT</p> <p>It is incumbent upon the school and district to provide for the acquisition of skills and knowledge both for personal development and for career advancement. Facilitated learning opportunities, conferences, and informal learning opportunities situated in practice may be offered, including consultation, coaching, lesson study, mentoring, reflective supervision, and technical assistance.</p>	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
5.A.	Administrators, physical educators, classroom teachers, food service directors and cafeteria staff participate in professional development opportunities regarding student wellness, health, and physical well-being.				
5.B.	Administrators and supervisors attend professional development that prepares them to support student wellness and health.				
5.C.	There are opportunities for staff collaboration and opportunities for interaction with stakeholders within and outside of the school community.				
5.D.	All staff members responsible for health program policy implementation participate in regularly scheduled professional development.				
5.E.	Teacher externships, mentoring, teaching teams, and curriculum development opportunities are provided on a regular basis.				
5.F.	Professional development and training is provided regularly to health and physical education teachers in pedagogical and curricular content.				
5.G.	Teachers are highly qualified and adequately prepared and participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.				
5.H.	Food and Nutrition Services staff members collaborate with health and physical education teachers to teach knowledge and skills necessary for healthy eating.				
5.I.	Programs are held annually to ensure family awareness of and participation in aspects of school and community health.				
5.J.	Community partners contribute to the improvement and expansion of staff knowledge and skills.				

	<p align="center">THEME 6—COMMUNITY INVOLVEMENT AND COLLABORATION</p> <p>Schools play a powerful role in strengthening our communities; communities play an important role in ensuring the health and well-being of students and school staff. The students of today are the future leaders in the community, and it is mutually beneficial to both partners to collaborate in the areas of physical activity and nutrition.</p>	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
6.A.	The school collaborates with the local health department to provide enhanced healthy eating, nutrition information, and/or opportunities for increased physical activity.				
6.B.	The school utilizes community resources to provide physical activity and nutrition education opportunities during, before, or after school.				
6.C.	The school promotes opportunities for physical activity, healthy eating, and nutrition education in the community for staff, students, and families.				
6.D.	The school partners with city and county agencies to improve physical activity and nutrition behaviors of students, staff, and families.				
6.E.	The school utilizes business-educator exchanges, guest speakers from the community, projects which require outreach to the community, field trips, and mentoring opportunities in the areas of physical activity and nutrition.				

	THEME 7—RESOURCES, FACILITIES, AND FUNDING A substantial body of research correlates the impact of school facilities on educational achievement. Adequate resources, facilities, and funding are necessary at the district and school site level to support behavior change in healthy eating and increased opportunities for physical activity.	Evidence	Exemplary descriptions with specific supporting detail	Adequate supporting detail	Needs to be addressed
7.A.	School grounds and/or buildings are open to students, their families, and the community for access to physical activities and/or nutrition before and after school, evenings, and weekends				
7.B.	The school seeks input from students, staff, parents, and community partners in decisions regarding use of facilities.				
7.C.	The school has applied for and/or received special grant funding to support physical activity and/or nutrition programs. (For example: Healthy Eating—Active Communities, Carol M. White Physical Education Program Grants).				
7.D.	Modern equipment, materials, and supplies are adequate to encourage physical activity, healthy eating, and nutrition programs.				
7.E.	The school has upgraded eating and serving areas to improve the function and image of the cafeteria.				
7.F.	School grounds and facilities are well-maintained and provide safe, well-lit areas for activity and play.				
7.G.	An annual inventory of the entire school facility including the cafeteria, playground, fields, bike storage area, and drop-off/pick-up area is conducted to determine the overall condition and prioritize repair needs.				
7.H.	The school and district foster joint use agreements that support the school as a community hub.				