

# Creating Healthy Schools and Communities: School Building Assessment Guidance

## Overview of the School Building Assessment Tool

The Creating Healthy Schools and Communities (CHSC) grantees will conduct assessments to determine whether strategies to create healthy nutrition environments and comprehensive physical activity programs are being implemented in school buildings.

The CHSC School Building Assessment is based on a longer implementation assessment tool which is currently under development by the Rudd Center for Food Policy and Obesity. The Rudd Center tool, called the “WellSAT-i”, is a key informant interview version of the WellSAT policy assessment that you are using in your school district assessments. The “WellSAT-i” is designed to obtain information from principals, teachers, physical educators, food service directors and cafeteria managers and designated district level officials about the degree to which wellness policies and practices are being implemented at the school building-level.

The CHSC School Building Assessment uses selected items from the “WellSAT-i (V 2.0)”. DOH program staff chose these items because they align most closely with the CHSC performance measures. The school building-level assessment will be conducted as a PRE assessment in years one through three of the grant period. The purpose of the PRE assessment is to establish a baseline for evaluating changes over the course of the initiative. You can use results from the PRE assessment to start the conversation about making building-level improvements in comprehensive school physical activity, nutrition standards, and school wellness promotion and marketing practices. The school building-level assessment will also be conducted as a POST assessment at the same school buildings in years three through five.

## General Guidance

Grantees working with schools can use a wide variety of strategies to obtain accurate answers to the 23 items in the CHSC School Building Assessment tool. While, the WellSAT-i was designed to be conducted as a face to face interview with knowledgeable school faculty and staff members, the CHSC tool affords more flexibility. Answers can be obtained from principals, physical education teachers, food service directors or cafeteria staff, procurement specialists, principals or administrators; but they can also be obtained from wellness committees, parent teacher groups, through direct observation, or by referencing other assessment tools you have incorporated into your work with school buildings. To aide in this process, a “School Building Assessment Crosswalk” is provided on pages 2 and 3 of this guidance document. This crosswalk identifies similar questions from other common school building assessment tools. The only requirement for the CHSC School Building Assessment is that every question be answered as accurately as possible. It is also recommended that you keep notes throughout the assessment process about how you chose each answer, who you spoke to, and what you observed.

For each question there are three possible answers; “Yes”, “No” and “N/A” for Not applicable.

- If the best practice described by the item is fully implemented with no room for improvement, then “Yes” would be the right answer. If it is not in place or only partially in place and there is still room for improvement, then check “No”.
- For some items, the best practice identified is met by the absence of an activity. The same rule applies in reverse. Answer “No” only if the activity identified never happens. For example, in answering the question “*Does the school participate in fundraisers during the school day that involve selling food and/or beverages*” The best practice would be the complete absence of any fundraisers that sell food or beverages. However, if there are any food fundraisers at any grade level in the school building then the “Yes” box would be checked. These items will be identified in the detailed guidance that follows.
- Not Applicable (N/A) is used when the question does not apply to the school building.

Detailed Guidance for Administering the Assessment Tool

Item #	Data Collection Instructions
1.	<u>School Building Name</u> : Write the name of the school building where the pre assessment is being administered.
2.	<u>Catalyst ID</u> : Leave blank until the Catalyst performance monitoring system is live. Once this building has been entered into Catalyst, record the ID number assigned by the system.
3.	Circle PRE for all assessments conducted at the beginning of the intervention period and POST for all assessments conducted at the end of the intervention period.
4-10	These items ask questions about the implementation of nutrition standards for competitive foods and other foods and beverages. Check “Yes” or “No” for each item, unless the question does not apply to the school building. In that case, the response is “N/A”. For Items 4, 6, and 9 the best practice would be “No”.
11-19	These items ask questions which will determine whether a Comprehensive School Physical Activity Plan is being implemented at the school building. Check “Yes” or “No” for each item, unless the question does not apply to the school building. In that case, the response is “N/A”.
20-26	These items ask questions about the way the school promotes and markets physical activity and food and beverages. Check “Yes” or “No” for each item, unless the question does not apply to a building. In that case, the response is “N/A”. For Items 22 through 26 the best practice would be “No”.

School Building Assessment Crosswalk

Item from the CHSC School Building Assessment	Item numbers from other assessment tools			
	CHSC	WellSAT-i (V1.0)	WellSAT-i (V2.0)	School Health Index
Are there vending machine(s), school stores, or concession stands in the school or anywhere on the school campus that students have access to?	4	17	23	Module1: N6, N7
Do vending machines, school stores and concession stands carry only Smart Snacks approved food and beverage items? [NOTE: Smart Snacks meet USDA minimum nutrition standards.]	5	17c	23c	Module1: N3, N4 Module4: N4
Do celebrations (e.g., birthday parties, holiday parties) that offer food and/or beverages occur during the school day?	6	20	26	Module1: N5
Does the school allow food celebrations but with some restrictions? For example: food celebrations cannot occur before 2 p.m., soda is not allow to be brought for food celebrations, only one food celebration per month per grade.	7	20d	26d	Module1: N5, N6, N7
Do all beverages sold to students during the school day meet USDA minimum nutrition standards (commonly referred to as Smart Snacks)?	8	N/A	27	Module1: N3, N4
Does the school participate in fundraisers during the school day that involve selling food and/or beverages?	9	32	33	Module1: N3, N4
Does the school permit food and beverage fundraisers but with some restrictions? For example, no candy fundraisers are permitted but cookie fundraisers are allowed.	10	32e	33e	Module1: N3, N4

Item from the CHSC School Building Assessment	Item numbers from other assessment tools			
	CHSC	WellSAT-i (V1.0)	WellSAT-i (V2.0)	School Health Index
Is there a formal written physical education curriculum for every grade?	11	33	34	Module3: PA3
Is there a comprehensive school physical activity plan (CSPAP) at the school?	12	N/A	45	
Is active transport promoted for all students?	13	N/A	46	Module3: PA16
Is before and after school physical activity promoted for all students?	14	43a	47	Module1: PA2 Module 3: PA15, PA17
Is there daily recess for every grade in elementary school?	15	46	48	Module1: PA1
Are regular physical activity breaks provided for all students?	16	42	49	Module3: PA18
Are there specific requirements for staff involvement in physical activity opportunities at the school?	17	(5e,5f)	50	Module7: CC1, CC3, PA1, N1, N3
Are there specific provisions for family and community engagement in physical activity opportunities at the school?	18	(44)	51	Module3: PA9 Module8: CC1, CC6
Is physical activity training provided for all teachers?	19	40	52	Module7: PA1
Are specific strategies to encourage physical activity outside of PE promoted?	20	N/A	62	
Are family wellness activities planned and included in nutrition and physical activity events?	21	N/A	63	Module1: CC7
Are foods and beverages that do not meet USDA Smart Snacks nutrition standards marketed on signs, scoreboards, and sports equipment on the school campus?	22	N/A	64	Module1: CC7, N9
Are foods and beverages that cannot be sold to students during the school day (i.e., do not meet USDA Smart Snacks nutrition standards) marketed in curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic) prohibited?	23	N/A	65	Module1: CC7, N9
Are foods and beverages that do not meet USDA Smart Snacks nutrition standards marketed/advertised on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.?	24	N/A	66	Module1: CC7, N9
Do staff market foods and beverages that do not meet USDA Smart Snacks nutrition standards in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites or announcements?	25	N/A	67	Module1: CC7, N9
Are foods and beverages that do not meet USDA Smart Snacks standards promoted in fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase, or consume products and/or provide funds to schools in exchange for consumer purchases of those products?	26	N/A	68	Module1: CC7, N9