

Annexure 2

NUTRITION FRIENDLY SCHOOL

HEALTH INDEX

(NFSHI)

A self assessment tool and planning guide

Adopted from

World health organization (WHO)

&

Center for disease control (CDC)

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MODULE 1

SCHOOL HEALTH POLICIES

1. Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?
 - a) Yes
 - b) There is a committee that does this, but it could be more representative.
 - c) There is a committee, but it is not representative, or it meets less often than twice a year.
 - d) No.
2. Does the school have written policies* that govern all of the following areas related to student health?
 - i. Healthy education curriculum
 - ii. Physical education curriculum
 - iii. physical activity programs (e.g., intramural, interscholastic, recess, after school)
 - iv. school food service
 - v. food and beverages available on campus beyond school food service
 - vi. school health promotion for staff
 - vii. health promotion for staff
 - viii. family and community involvement
 - ix. school physical environment (e.g., indoor and outdoor air quality, safety hazards)
 - a) Yes, written policies cover all (9 points) these areas.
 - b) The written policies cover nearly all (7 points) these areas.
 - c) The written policies cover some (5 points) of these areas.
 - d) The written policies cover none (0 points) of these areas.
3. Developed in consultation with children, parents, school staff and the wider community
 - a) Yes
 - b) No

4. Developed using information collected from a baseline survey conducted by the school or education council/committee at the municipal level?
 - a) Yes
 - b) No

5. Does the school communicate its school health policies in all of the following ways?
 - i. Staff orientation and staff meetings
 - ii. Student orientation
 - iii. Student handbook
 - iv. Staff handbook
 - v. Parent handbook
 - vi. Contact with outside vendors and organizations that rent school facilities
 - vii. announcements at school events
 - viii. community meetings
 - a) Yes, in all (8 points) of these ways.
 - b) In most (6 points) of these ways
 - c) In some (4 points) of these ways
 - d) In none (0 points) of these ways

6. Do the school's staff and environment promote a sense of connectedness* in students and their families with all of the following practices?
 - I. At least one adult communicates personally with each student each day
 - II. Faculty and staff encourage students to ask for help if there is a problem
 - III. Faculty and staff promote respect for and appreciation of individual differences
 - IV. Faculty and staff take action to solve problems reported by students and their parents
 - V. Faculty and staff praise of students' behavior to students and their parents
 - VI. Faculty and staff promote active parent participation in the school
 - a) Yes, with all (6 points) of these practices.
 - b) With most (4 points) of these practices.
 - c) With some (3 points) of these practices.
 - d) With none of these practices.

7. Does the school offer, to all students who need them, a variety of programs* designed to help students overcome barriers to learning**?
 - a) Yes.
 - b) The school offers a variety of programs to most but not to all of the students who need them.
 - c) The school offers a limited variety of programs, or many students who need them do not have access to them.
 - d) No, the school does not offer such programs.

8. Does the school provide a broad variety of student enrichment experiences* that are accessible to all students?
 - a) Yes.
 - b) The school offers a variety of experiences, but some students do not have access to them.

- c) The school offers a limited variety of experiences, or many students do not have access to them.
 - d) No, the school does not offer enrichment experiences.
9. Does it include a clear rationale focusing on improving the nutritional status of children, their families? And school staff, such as
- a) Yes
 - b) No
10. Does it include clear objectives with feasible timelines and milestones (e.g., what, when?)
- a) Yes
 - b) No
11. Does include an action plan (e.g., how will the objectives be achieved be active and who will be involved in achieving them?)
- a) Yes
 - b) No
12. Can all students use your school's indoor and outdoor physical activity facilities outside school hours*?
- a) Yes, both indoor and outdoor facilities are available to all students.
 - b) Indoor and outdoor facilities, but not both, are available to all students.
 - c) Indoor and outdoor facilities are available to all students, but the hours of availability are very limited.
 - d) No, neither indoor nor outdoor facilities are available to all students.
13. Are the physical activity facilities adequate in all of the following ways?

MODULE 2

HEALTH EDUCATION

1. Do all who teach health education use active learning strategies* and activities that students find enjoyable and personally relevant?
- i. Supervised practice
 - ii. Discussion
 - iii. Cooperative learning
 - iv. Simulations and learning games
 - v. Teacher and peer modeling
 - vi. Role playing
 - vii. Goal-setting
 - viii. Rehearsal
 - ix. Visualization
- a) Yes, all do.
 - b) Most do.
 - c) Some do.
 - d) None do, or no one teaches health education.

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2. Do all who teach health education train students on the skills needed to adopt healthy lifestyles,* by giving students opportunities to practice these skills rather than just having them learn facts?

Examples of skills needed to adopt healthy lifestyles include

- ✓ Reading food labels
- ✓ Planning healthy meals
- ✓ Developing a safe, individualized physical activity plan
- ✓

- a) Yes, all do.
- b) Most do.
- c) Some do.
- d) None do, or no one teaches health education.

3. Do all who teach health education use assignments and projects that encourage students to interact with family members* and community organizations**?

*examples of way to interact with family members include

- ✓ Doing homework assignments with parents, guardians, or other family members
- ✓ Conducting surveys of family members
- ✓ Sharing information with family members
- ✓ Exhibiting student projects at school for family viewing
- ✓ Participating in fun family discussion of the negative aspects of tobacco use, bullying, and violence
- ✓ Preparing and practicing a home fire escape plan with the family.

** Examples of way to interact with community organizations include

- ✓ Gathering information about existing community-based services
- ✓ Having students volunteer to help deliver services through community-based organizations, services learning, and community-based special events and attending community based organization after school
- ✓ Participating in community actions such as supporting tobacco-free environments
- ✓ Participating in community advocacy groups (e.g., students against drunk driving, 4-H, and family, career, and community leaders of America)
 - a) Yes, all do.
 - b) Most do.
 - c) Some do.
 - d) None do, or no one teaches health education.

4. Does the health education curriculum address all of these essential topics on physical activity?

- i. Meaning of physical activity, exercise, and health-related fitness
- ii. Physical, mental, and controlling body weight
- iii. Role of physical activity in controlling body weight
- iv. Commended amounts and types of physical activity for adolescents and adults
- v. Role of a sedentary lifestyle in development of chronic diseases
- vi. Way to increase daily physical activity

- vii. Physical activities that contribute to maintaining or improving the components of health related fitness
 - viii. Influence of culture and media on physical activity
 - ix. Finding valid information and services related to physical activity and fitness
 - x. Interpersonal communication skills related to physical activity
 - xi. Behavioral skills related to physical activity (e.g., goal-setting, decision-making, self monitoring)
 - xii. Planning a personal physical activity program
 - xiii. Effects of tobacco use on fitness and physical performance(e.g., impaired lung function, reduced stamina)
 - xiv. Method for avoiding and responding to physical exhaustion, sunburn, heat stroke, and hypothermia
 - xv. Proper wear and use of safety equipment for specific physical activities
 - xvi. Importance of hydration in physical activity
 - xvii. Effects of and legal issues related to using performance-enhancing drugs
 - a) Yes, addresses all (17 points) of these topics.
 - b) Addresses most (13 points) of these topics
 - c) Addresses some (10 points) of these topics
 - d) Addresses none or these of these topics. Or there is no health education curriculum.
5. Does the health education curriculum address all of these essential healthy eating topics?
- i. Benefits of healthy eating
 - ii. Importance of eating healthy breakfast
 - iii. Importance of making healthy choices when eating out
 - iv. Importance of making healthy choices when snacking
 - v. The relationship of unhealthy eating to chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis
 - vi. The dietary guidelines recommendations
 - vii. The food guide pyramid and nutritious choices for each group
 - viii. Using food labels
 - ix. Importance of moderation in a person's eating habits
 - x. Identifying key nutrients (e.g., water, vitamins, minerals, protein, carbohydrates, and fiber) and major food sources of each.
 - xi. Identifying foods that are low in fat, saturated fat, cholesterol, sodium, and added sugars
 - xii. Preparing a variety meals and snacks
 - xiii. Influence of personal preferences, family, peers, culture, and media on dietary behavior
 - xiv. Finding valid information and related to healthy eating
 - xv. Goal-setting and decision-making skills for healthy eating
 - xvi. How students can influence and support others to engage in healthy eating
 - xvii. Balancing food intake and physical activity
 - xviii. Healthy weight management
 - xix. Accepting body size differences
 - xx. Risks of unhealthy weight control practices, such as crash or fad diets, purging, diet pills, and tobacco use
 - xxi. Eating disorders (e.g., anorexia, bulimia)

xxii. Food safety, including hand washing and safe food purchasing, preparation, and storage

- a) Yes, address all (22 points) of these topics.
- b) Address most (17 points) of these topics.
- c) Address some (13 points) of these topics.
- d) Address one or more of these topics, or there is no health education curriculum.

MODULE 3

Physical education and other physical activity program

1. Do all students in ah grade receive physical education* for at least 225 minutes per week** throughout the school year?
 - a) Yes,
 - b) 135-224 minutes per week for all students in each grade throughout the school year.
 - c) 90-134 minutes per week for all students in each grade throughout the school year.
 - d) Fewer than 90 minutes per week or not all students receive physical education throughout the school year.
2. Do physical education classes have a student/teacher ratio comfortable* to that of other classes?
 - a) Yes,
 - b) The ratio is somewhat larger (up to one and a half time larger) than the ratio for most other classes.
 - c) The ratio is considerably large (more than one and half times larger). But there are plans to reduce it.
 - d) The ratio is considerably large (more than one and half times larger) and there are no plans to reduce it.
3. Do all who teach physical education use a sequential* physical education curriculum that is consistent** with state or national standards for physical education?
 - a) Yes,
 - b) Some use a sequential physical education curriculum and it is consistent with state or national standards.
 - c) Some use a sequential physical education curriculum but it is consistent with state or national standards.
 - d) None do, or the curriculum is not sequential, or there is no physical education curriculum.
4. Do students earn grades for required physical education courses? Do the grades carry the weight as greases for other subjects toward academic recognition (e.g., honor roll, class rank)?
 - a) Yes, (note: if the school does not give academic recognition but does give a grade. You can select 3.)
 - b) Students earn grades, but the grades count less than grades for other subjects.
 - c) No, but there are plans to change this procedure.

- d) No, and there are no plans to change this procedure, or there are no required physical education courses.
5. Does the school prohibit substitution* of other courses or activities for physical education?
- a) Yes,
 - b) Yes, but occasional exceptions are made.
 - c) No, but there are plans to start prohibitions substitution.
 - d) No, or there is no physical education.
6. Do students design and implement their own individualized physical activity/fitness plans* as part of the physical education program? Do physical education teachers provide ongoing feedback to students on progress in implementing their plans?
- a) Yes,
 - b) Students design and implement their own individualized plans, teachers provide only occasional feedback.
 - c) Students design and implement their own individualized plans, teachers provide no feedback.
 - d) Students do not design and implement their own individualized plans, or there is no physical education program.
7. Do teachers keep students moderately to vigorously active* at least 50% of the time* during most or all physical education class sessions?
- a) Yes, during most or all classes.
 - b) During about half the classes.
 - c) During fewer than half the classes.
 - d) During none of the classes, or there are no physical education classes.
8. Do teachers avoid using practices* than result in some students spending considerable time being inactive in physical education classes?
- a) They never use such practices.
 - b) They rarely use such practices.
 - c) They occasionally use such practices.
 - d) They frequently use such practices, or there no physical education classes.
9. Do most students, including most who are athletically gifted and most who are not as athletically gifted, find physical education an enjoyable and fun experience?
- a) Yes, most of one group and other group find it enjoyable.
 - b) Most of one group but few of the other group find it enjoyable.
 - c) Few in both groups find it enjoyable.
 - d) Hardly anyone I either group find it enjoyable. Or there is no physical education.
10. Does the physical education program promote student participation in a variety of community physical activity options* through three or more methods**?
- i. Class discussions
 - ii. Bulletin boards
 - iii. Public address announcements

- iv. Guest speakers who promote community programs
 - v. Take-home flyers
 - vi. Homework assignments
 - vii. Newsletter articles
 - viii. Academic credit for participating in community physical activity and programs
 - a) Yes, through three or more methods.
 - b) The program promotes participation in a variety of community physical activity options. But through only one or two methods.
 - c) The program promotes participation in only one type of community physical activity options.
 - d) The program does not promote participation in community physical activity options, or there is no physical education program.
11. Do all who teach physical education participate at least once a year in professional development/continuing education* in physical education?
- a) Yes, all do.
 - b) Most do.
 - c) Some do.
 - d) None do, or no one teaches physical education.
12. Do at least 50% of boys and 50% of girls participate in school-sponsored extracurricular physical activity programs*?
- a) Yes, at least 50% boys and at least 50% of girls participate.
 - b) At least 50% of one sex participates, but less than 50% of the other sex do.
 - c) Less than 50% of boys and less than 50% of girls participate.
 - d) There are no school-sponsored extracurricular physical activity programs.

MODULE 4

Nutrition services

1. Does the school offer nutritious breakfast and lunch programs* that are fully accessible** to all students?
- a) Yes.
 - b) The school offers breakfast and lunch programs, but they are not fully accessible to all students.
 - c) The school offers only a lunch program, but there are plans to add a breakfast program.
 - d) The school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.
2. Do school meals* include a variety of foods**?
- a) Yes, meets all four of these criteria for variety.
 - b) Meets three criteria.
 - c) Meets one or two criteria.
 - d) Meets none of these criteria.

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3. Does the school food service offer low-fat* and skim milk every day?
 - a) Yes, low-fat and skim milk are offered every day.
 - b) Either low-fat or skim milk is offered every day.
 - c) Low-fat or skim milk is offered. But not every day.
 - d) Neither is offered any day.

 4. Do school meals include at least one appealing,* low-fat** fruit, vegetable, and dairy product every day?
 - a) Yes, meals include at least one appealing, low-fat item from each of these three food groups every day.
 - b) Include at least one appealing, low-fat item from two of these food groups every day.
 - c) Include at least one appealing, low-fat item from one of these food groups every day.
 - d) School meals do not include appealing, low-fat items from any of these three food groups every day.

 5. Does the school food consistently follow all of these food purchasing and preparation practices to reduce the fat content of food served?
 - i. Spoon solid fat from chilled meat and poultry broth before using
 - ii. Use specification requiring lower fat content in ordering prepared foods such as burger, pizza, puffs, etc.
 - iii. Rinse browned meat with hot water to remove grease before adding to other ingredients.
 - iv. Remove skim from poultry before or after cooking
 - v. Roast, bake, or boil meat rather than fry it
 - vi. Roast meat and poultry on rack so fat will drain
 - vii. Use low-fat or reduced-fat cheese on pizza
 - viii. Prepare vegetable using little or no fat
 - ix. Cook with nonstick spray or pan liners rather than with grease or oil
 - x. Offer low-fat salad dressings.
 - a) Yes, follows all ten of these practices.
 - b) Follows six to nine of these practices.
 - c) Follows three to five of these practices.
 - d) Follows two to fewer of these practices.

 6. Do the a la carte offerings*include at least one appealing, low-fat fruit, vegetable, and dairy product every day?
 - a) Yes, a la carte offerings include at least one appealing, low-fat item from each of these three food groups every day.
 - b) Include at least one appealing, low-fat item from two of these three food groups every day.
 - c) Include at least one appealing, low-fat item from one of these three food groups every day.
 - d) The daily a la carte offerings do not include appealing, low-fat items from any of these three food groups.
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7. Do most or all sites outside the cafeteria* offer appealing, low-fat fruits. Vegetables, or dairy products?
- Vending machines
 - School stores and canteens
 - Concession stands
 - Parties and special events
 - Meetings
 - Extended day programs(i.e., school-sponsored after-school programs)
 - Yes, most or all sites outside the cafeteria do.
 - About half the sites do.
 - Fewer than half the sides do.
 - None of the sites do.
8. Are food and beverage choice that are low in fat, sodium, and added sugars promoted through the following methods?
- Plan in more prominent positions than less nutritious choices.
 - Offer at competitive prices compared with less nutritious choices.
 - Display nutritional information about available foods.
 - Display promotional materials such as posters.
 - Highlight healthy cafeteria selection in menus that are distributed or posted
 - Offer taste-testing opportunities
 - Make school-wide audio or video announcements
 - Have contests
 - Yes, promoted through five or more of these methods.
 - Promoted through three or four of these methods.
 - Promoted through one or two of these methods.
 - Promoted through none of these methods.
9. Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?
- Yes, (note: if the school does not have a breakfast program. But dose provide at least 20 minutes for lunch. You can select 3.)
 - Have adequate time for breakfast or lunch, but not for both.
 - No, but there are plans to increase the time.
 - No.
10. Do food services staff use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?
- Participate in design and implementation of nutrition education programs
 - Display educational and informational materials that reinforce classroom lessons
 - provide food for use in classroom nutrition education lessons
 - provide ideas for classroom nutrition education lessons
 - teach lessons or give presentation to students
 - provide cafeteria tours for classes
 - Yes, use three or more methods.
 - Use two of three methods.
 - Use one of these methods.
 - Use none of these methods.

11. Does the school provide students with a clean, safe and pleasant cafeteria, according to the following criteria?
- i. Physics structure (e.g., walls, floor covering) does not need repairs
 - ii. Table and chairs are not damaged and are of appropriate size for all students
 - iii. Seating is not overcrowded (e.g., never more than 100% of capacity)
 - iv. Rules for safe behavior (e.g., running, no throwing food or utensils) are enforced
 - v. Tables and floors are cleaned between lunch periods or shifts
 - vi. Age-appropriate decorations are used
 - vii. Appropriate practices are used to prevent excessive noise levels(e.g., no whistles)
 - viii. Smells are pleasant and not offensive
 - ix. Appropriate eating devices are available when needed for students with special health care needs.
 - a) Yes, cafeteria meets all nine of these criteria.
 - b) Meets five to eight of these criteria.
 - c) Meets three or four of these criteria.
 - d) Meets two or fewer of these criteria.
12. Are school food service staff and cafeteria monitors (e.g., teachers, aids) trained to respond quickly and effectively to the following types of food emergencies?
- i. Choking.
 - ii. Natural disasters(e.g. ,electrical outages affecting refrigeration)
 - iii. Medical emergencies(e.g., severe food allergy reactions, diabetic, reactions)
 - iv. Attempts to introduce biological or other hazards into the food supply
 - v. Situations that require students or others to shelter in the school
 - a) Yes, trained for all five types of emergencies.
 - b) Trained for three or four types of emergencies.
 - c) Trained for one or two types of emergencies.
 - d) Trained for none of these types of emergencies.