



Alliance
for a
**Healthier
Generation**

HEALTHY SCHOOLS PROGRAM
framework

— Criteria for Developing a Healthier School Environment —

Founded by



Generous support is provided by:

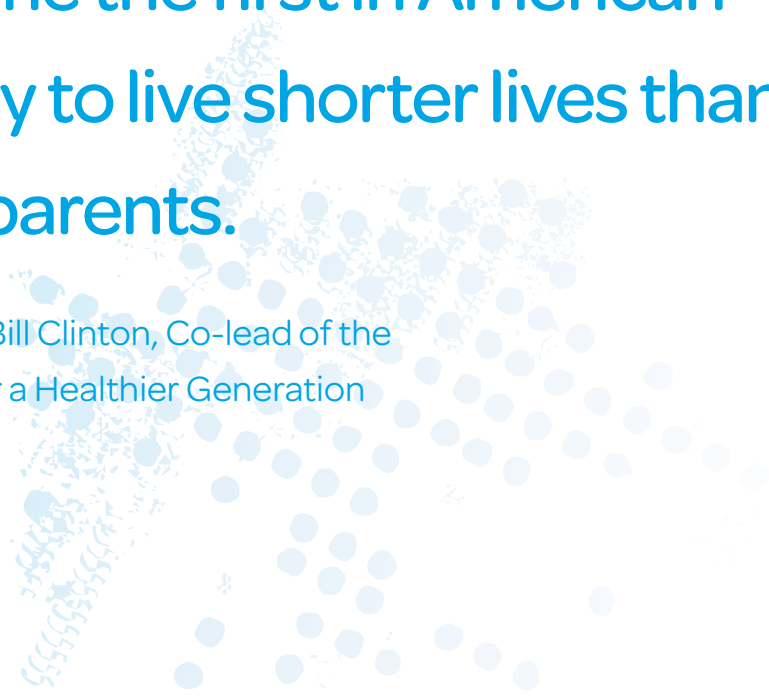
Robert Wood Johnson Foundation

Supporting healthy schools nationwide



Without proper prevention and treatment of childhood obesity, the current generation could become the first in American history to live shorter lives than their parents.

President Bill Clinton, Co-lead of the Alliance for a Healthier Generation



The Healthy Schools Program recognizes schools that create healthier school environments that promote physical activity and healthy eating among students and staff. The Healthy Schools Program Framework of Criteria identifies specific best practices to create healthier school environments. The criteria are based on the best available evidence of programs, policies and practices that positively impact healthy eating and physical activity behaviors among students and staff. The criteria are reviewed and revised annually by the American Heart Association and the Healthy Schools Program Expert Panel.

To earn a Healthy Schools Program National Recognition Award, schools must meet the requisite number of criteria in each of the following seven content areas that address school health improvement:

- | | | | |
|------------|--|------------|---------------------------|
| 100 | Policy/Systems | 500 | Employee Wellness |
| 200 | School Meals | 600 | Physical Education |
| 300 | Competitive Foods & Beverages | 700 | Student Wellness |
| 400 | Health Education | | |

The Healthy Schools Program recommends that schools use the Six Steps for Building a Healthier School Environment to implement the Framework of Criteria:

1. Convene a school wellness council
2. Use the Healthy Schools Program Inventory to assess your school's current efforts
3. Develop an action plan based on what's important and achievable in your school community
4. Identify resources that can facilitate implementation of your action plan
5. Take action
6. Celebrate your successes and monitor your progress

The Alliance for a Healthier Generation offers national awards at the bronze, silver and gold levels.



BRONZE LEVEL AWARD

- 101 School is implementing the district wellness policy and providing feedback to the district regarding its progress annually

- 102 School has an active wellness council/committee that meets at least every other month during the school year

- 1 Checklist Criterion

SILVER LEVEL AWARD

- Meets Bronze

- 103 Family members and guardians have the opportunity to provide input to the implementation of wellness policy activities

- 104 Students have the opportunity to provide input to the implementation of wellness policy activities

- 105 The status of wellness policy implementation at the school level is communicated annually to school staff, students and families

- 1 additional Checklist Criterion, total of 2

GOLD LEVEL AWARD

- Meets Silver

- 106 School wellness council/committee recommends new or revised health or wellness policies and activities to the district

- 2 additional Checklist Criteria, total of 4



CHECKLIST CRITERIA

- 107 Drinking water is available to students free of charge at all times during the school day

- 108 School grounds and/or buildings are open to students, their families and the community for access to physical activities

- 109 School has secured funds or leveraged resources to support wellness priorities for students and staff

- 110 School's wellness goals are integrated into the overall School Improvement Plan

- 111 School tracks students' body mass index and reports the results to the district in aggregate on an annual basis

Listen during staff meetings to any school improvement initiatives that may have a connection to wellness. Have follow up conversations and think together how the school wellness council might help with these efforts.

— Kathy Wilbur, National Health Education and Policy Manager



BRONZE LEVEL AWARD

- 201** School serves both breakfast and lunch. Meals meet the USDA standards for reimbursable meals. USDA meal program participating district has had a School Meals Initiative (SMI) review in the past 5 years and all corrective actions have been completed.
- 202** Annual training covering basic nutrition and healthy eating concepts (techniques for reducing fat and sodium in food preparation, portion control, culinary techniques for handling fresh food, etc.) is completed by 100% of food service staff who prepare and serve meals
- 203** School offers only unflavored low fat milk (1% or lower milk fat) or fat-free flavored or unflavored milk with no more than 150 calories per 8 ounces
- 204** School offers at least five non-fried, no/low added sugar fruit and/or vegetable options daily
- Fruit that is fresh, frozen or canned in juice or light syrup is acceptable
 - Salad may be counted as one of the five servings
 - Potato products that have been par-fried (e.g. French fries, hash browns, tater tots) count only if they meet the Alliance Competitive Foods Guidelines
- 205** At least one fruit other than 100% juice is offered at breakfast. Fruit may be fresh, canned or frozen in fruit juice or light syrup.
- 206** A different fruit is served every day of the week at lunch. All servings must be at least $\frac{1}{4}$ cup. Dried fruit must have no added sugars. Fruit that is fresh, frozen or canned in juice or light syrup is acceptable.
- 100% fruit juice can be counted as fruit at lunch only once per week
 - Fruit at lunch must be served fresh at least one day per week
- 207** A different vegetable is served every day of the week at lunch. All servings must be at least $\frac{1}{4}$ cup.
- Dark green or orange vegetables are offered three or more days a week. At least one must be dark green. At least one must be orange.
 - Cooked dry beans or peas (legumes) must be offered each week (includes canned dry beans and peas)
- 208** Starchy vegetables are limited to amounts specified by USDA
- 209** Half of all grains at breakfast and half of all grains at lunch must be whole grains
- 2 Checklist Criteria

SILVER LEVEL AWARD

- Meets Bronze
- 210** Breakfast and lunch menus are available in the language(s) that parents primarily speak
- 211** School conducts yearly taste tests, with students, of healthy foods (fruits, vegetables, whole grains, lean proteins, low fat entrees and fat-free or low fat dairy) intended for inclusion in reimbursable meals
- 212** All dressing offered for salads and salad bars must be portion controlled and contain no more than 80 calories per serving
- 213** School offers no desserts or only desserts that meet the Alliance Competitive Foods Guidelines
- 214** School offers non-fried fish at least once a week. Fish products that meet the criterion for lean proteins (10 g or less total fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g) are permitted.
- 215** Oils used during onsite food preparation contain no more than 2g saturated fat per serving (1 Tablespoon)
- 2 additional Checklist Criteria, total of 4



GOLD LEVEL AWARD

Meets Silver

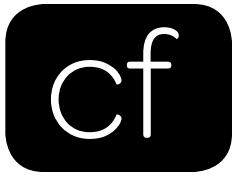
-
- 216 All grains offered daily, at breakfast and lunch, are whole grains
-
- 217 School offers only lean protein products such as lean red meat, skinless poultry, lean deli meats, fat-free or low fat cheese, beans, tofu, etc. (Lean: 10 g or less total fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.) The following are exempt: one egg with no fat added; up to 1.5 ounces of reduced fat cheese.
-
- 218 School offers only non-fried products and uses no deep fat frying in food preparation. Par-fried meat/meat alternate products that meet the Alliance criterion for lean proteins and side items (i.e. potato products) that meet the Alliance Competitive Foods Guidelines are permitted.
-
- 219 Starchy vegetables are limited to one cup per week
-
- 220 School offers at least one low fat entrée daily, with no more than 12 g total fat, 4.5 g saturated fat, zero trans fat and 480 mg sodium
-
- 2 additional Checklist Criteria, total of 6



CHECKLIST CRITERIA

-
- 221 Staff prompts students to choose fruits and vegetables
-
- 222 School engages in marketing of healthy options using posters, table tents or creative naming of healthy options
-
- 223 School offers convenient placement of healthy options, e.g. near the register
-
- 224 School makes use of appealing presentation of foods
-
- 225 School provides quick healthy meal options such as “grab and go” meals or vending of reimbursable meals
-
- 226 School permits use of prepaid meal funds only for reimbursable meals and competitive foods and beverages that meet Alliance Guidelines
-
- 227 School has a system in place for students or parents to preselect breakfast and lunch
-
- 228 School designates a meal that meets HSP/HUSSC standards as the default option for meals. Students or parents who desire other options must actively choose them.
-
- 229 Cafeteria environment minimizes distractions from choosing and eating healthy foods through measures such as adequate lighting, noise reduction and seating arrangements

The Alliance for a Healthier Generation provides training tools to help schools identify healthier food options, and begin to make healthier choices in food purchasing and preparation. – Kim Kengor, National School Nutrition Manager



competitive foods & beverages

BRONZE LEVEL AWARD

- 301** All beverages for sale to students outside of the school meals program during the regular and extended school day meet or exceed the Alliance School Beverage Guidelines. This includes a la carte, vending, snack and other food carts, school store and fundraising.
-

SILVER LEVEL AWARD

- Meets Bronze
-

- 302** All competitive foods for sale to students outside of the school meals program during the regular and extended school day meet the Alliance Competitive Foods Guidelines. This includes a la carte, vending, snack and other food carts, school store and fundraising.
-

- 303** School policies and practices support that all beverages and competitive foods served to students for school and classroom parties during the regular and extended school day meet the Alliance Guidelines. (Exception allowed for a total of two times per year.)
-

- 304** School policies and practices support that food is never used as a reward or reinforcement for students
-

GOLD LEVEL AWARD

- Meets Silver
-

- 305** Food and beverages sold and served in the staff lounge and at school-sponsored staff functions meet at least the Alliance High School Beverage and Competitive Foods Guidelines
-

- 306** Sports drinks (and “other beverages” between 11-66 calories per 8 ounces) are not available in the school setting except when provided by the school for student athletes participating in sport programs involving vigorous activity of more than one hour
-

- 307** School policies and practices restrict branding and marketing to those competitive foods and beverages that meet the Alliance Guidelines
-

- 308** All entrees served as competitive foods (e.g., a la carte, school store, vending, snack cart) shall meet, at least, the Alliance School Meals criterion for a low fat lunch entrée: No more than 12 g total fat, 4.5 g saturated fat, zero trans fat and 480 mg sodium
-



Conducting fundraisers that are profitable, make use of local resources, engage students in meaningful ways and that do not undermine one's health is in everyone's best interest.

– Kate Lampel Link, Competitive Foods and Beverage Manager



ADDITIONAL INFORMATION

Alliance School Beverage Guidelines

Helping schools provide healthy settings for their students is a top priority for the Alliance for a Healthier Generation. These School Beverage Guidelines were developed to serve as the beverage criteria for the Healthy Schools Program. They will accelerate the shift to lower-calorie and nutritious beverages that children consume during the regular and extended school day. These Guidelines have been adopted by the American Beverage Association, PepsiCo, Coca-Cola and Dr Pepper Snapple Group as their school beverage policy.

Elementary School

Water

Up to 8 ounce servings of milk and 100% juice

- Fat-free or low fat regular and flavored milk with up to 150 calories / 8 ounces*
- 100% juice with no added sweeteners, up to 120 calories / 8 ounces, and with at least 10% of the recommended daily value for three or more vitamins and minerals

Middle School

Water

Up to 10 ounce servings of milk and 100% juice

- Fat-free or low fat regular or flavored milk with up to 150 calories / 8 ounces*
- 100% juice with no added sweeteners, up to 120 calories / 8 ounces, and with at least 10% of the recommended daily value for three or more vitamins and minerals

As a practical matter, if middle school and high school students have shared access to areas on a common campus or in common buildings, then the school community has the option to adopt the high school standard.

High School

Water

No or low calorie beverages with up to 10 calories / 8 ounces

Up to 12 ounce servings of milk, 100% juice, and certain other drinks

- Fat-free or low fat regular and flavored milk with up to 150 calories / 8 ounces*
- 100% juice with no added sweeteners, up to 120 calories / 8 ounces, and with at least 10% of the recommended daily value for three or more vitamins and minerals
- Other drinks with no more than 66 calories / 8 ounces

At least 50% of non-milk beverages must be water and no- or low-calorie options

The Guidelines apply to all beverages (outside of the school meal) sold to students on school grounds during the regular and extended school day.

The extended school day includes before and after school activities like clubs, yearbook, band, student government, drama and childcare/latch-key programs. These School Beverage Guidelines do not apply to school-related events (such as interscholastic sporting events, school plays, and band concerts) where parents and other adults constitute a significant portion of the audience or are selling beverages as boosters.

*Milk includes nutritionally equivalent milk alternatives per USDA. The calorie limit for fat-free and low fat flavored milk in CA schools is 180 calories / 8 oz.



The Competitive Foods and Beverages Toolkit outlines specific steps that stakeholders can take to improve the snack and beverage selection throughout a school environment.

— Kate Lampel Link, Competitive Foods and Beverage Manager



continued competitive foods & beverages

Alliance Competitive Foods Guidelines

These Guidelines apply to snacks, side items, treats, and desserts offered for sale as competitive foods in schools. All such competitive foods shall meet one of the following numbered criteria.

These foods include but are not limited to fruits, vegetables, yogurts (including drinkable yogurt and yogurt smoothies), puddings, soups, cheeses, snack chips (e.g., potato, tortilla, corn, veggie, etc.), pretzels, crackers, popcorn, nuts, seeds, french fries, dried meat snacks, granola bars, energy bars, breakfast bars, health bars, cookies, brownies, snack cakes, coffee cakes, pastries, doughnuts, danishes, candy, confectionery, chocolate, ice cream, frozen yogurt, sherbet, ice pops, frozen fruit bars, and other similar foods.

Items that would be considered to be entrées if sold in the reimbursable meal program, but are sold à la carte as competitive foods, are not subject to these Guidelines.

1. Any fruit with no added sweeteners and total fat listed as 0g on the Nutrition Facts panel, or vegetables that are non-fried. Since fresh fruits and vegetables vary in size and calories naturally, they have no calorie limit. However, calories for packaged fruits and vegetables are easily ascertained according to package nutrition labeling. As such, calorie limits for these fruits and vegetables are specified as follows:

	Elementary	Middle	High
Fresh	no limit	no limit	no limit
Packaged in own juice	150	180	200
Dried	150	180	200

2. Any reduced-fat or part-skim cheese ≤ 1.5 oz.
3. Any one egg with no added fat or equal amount of egg equivalent with no added fat.
4. Any other food that meets all of the following criteria:
 - a. ≤ 35% of total calories from fat
 - i. Nuts, nut butters, and seeds are exempt from above limitation and are permitted.
 - ii. Fruit and nut combination products described in Addendum 1 are exempt from the above limitation.
 - b. ≤ 10% of calories from saturated fat **OR** ≤ 1g saturated fat
 - i. Nuts, nut butters, and seeds are exempt from above limitation and are permitted.
 - c. 0 g trans fat
 - d. ≤ 35% sugar by weight
 - e. ≤ 230 mg sodium
 - i. Lowfat and fat-free dairy products can have ≤ 480mg sodium
 - ii. Vegetables with sauce, and soups can have ≤ 480mg sodium if they contain one or more of the following: ≥ 2g fiber; or ≥ 5g protein; or ≥ 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or ≥ 1/2 serving (1/4 cup) of fruit or vegetables.

f. If products are dairy, they must be non-fat or low fat dairy.

g. Meet 1 of the following calorie requirements:

- i. ≤ 100 calories
- ii. Vegetables with sauce and soups meeting 3.e above can have 150 calories if they contain two or more of the following: ≥ 2g fiber; or ≥ 5g protein; or ≥ 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or ≥ 1/2 serving (1/4 cup) of fruit or vegetables.
- iii. Other foods can have calorie limits per below if they contain one or more of the following: ≥ 2g fiber; or ≥ 5g protein; or ≥ 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or ≥ 1/2 serving (1/4 cup) of fruit or vegetables:
 - ≤ 150 calories for elementary schools
 - ≤ 180 calories for middle school
 - ≤ 200 calories for high school

For individual serving packages, these nutritional Guidelines are defined for a whole package as labeled on the package's Nutrition Facts panel. In the event that the food is bought in bulk but served individually, such as on an à la carte line, then the criteria apply to the label serving.

Time of Day

These Guidelines shall apply to items sold on school grounds or at school activities during the regular and extended school day when events are primarily under the control of the school or third parties on behalf of the school. The extended school day is defined as the time before or after the official school day that includes activities such as clubs, yearbook, band and choir practice, student government, drama, sports practices, intramural sports, and childcare / latchkey programs. These Guidelines shall also apply to food supplied by schools during official transportation to and from school and school sponsored activities, including but not limited to field trips and interscholastic sporting events where the school is the visiting team except as specified herein.

These Guidelines do not apply to school sponsored or school related bona fide fundraising activities that take place off of school grounds and not in transit to and from school. Nor do they apply to booster sales at school related events where parents and other adults are a significant part of an audience or are selling food as boosters either during intermission or immediately before or after such events. These school related events frequently occur during evenings and weekends. Examples of these events include but are not limited to interscholastic sporting events, school plays, and band concerts.

Addendum 1: Dried Fruit and Nut Combination Products

Dried fruit and nut products (commonly known as trail mix) are compliant with these Guidelines if they meet the following requirements:

- The items found in the combination product include only dried fruit, and nuts and/or seeds.
- The product contains no added sweeteners.
- The combination product is exempt from the ≤ 35% of total calories from fat requirement, but must meet all requirements around calories, saturated fat, trans fat, sodium, sugar by weight, and positive nutrients.



BRONZE LEVEL AWARD

- 401** At the elementary level, comprehensive health education is required for all students and includes:
- Functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - A minimum of 30 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2
 - A minimum of 40 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5
-
- 402** At the middle school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required in at least one grade
 - Is taught in a stand-alone, health education course for at least nine weeks or the equivalent number of minutes over the year OR planned units of study are incorporated with other subjects for the equivalent number of minutes over the year
-
- 403** At the high school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required for high school graduation
 - Is taught in a term-long course for at least nine weeks
-
- 2 Checklist Criteria
-

SILVER LEVEL AWARD

- Meets Bronze
-

- 404** At the elementary level, comprehensive health education is required for all students and includes:
- Functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - A minimum of 40 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2
 - A minimum of 80 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5
-
- 405** At the middle school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required in at least two grades
 - Is taught in a stand-alone, health education course for at least nine weeks or the equivalent number of minutes over the year OR planned units of study are incorporated with other subjects for the equivalent number of minutes over the year
-
- 406** At the high school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required for .5 credit for high school graduation
 - Is taught in a semester-long course or two term-long courses
-
- 407** Health education curriculum and instructional strategies meet the diverse needs and interests of all students
-
- 1 additional Checklist Criterion, total of 3
-



GOLD LEVEL AWARD

Meets Silver

-
- 408** At the elementary level, comprehensive health education is required for all students and includes:
- Functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - A minimum of 80 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2
 - A minimum of 120 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5
-
- 409** At the middle school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required in every grade
 - Is taught in a stand-alone, health education course for at least nine weeks or the equivalent number of minutes over the year
-
- 410** At the high school level, comprehensive health education:
- Includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity
 - Is required for one credit for high school graduation
-
- 411** Healthy eating and physical activity messages are integrated into at least two other subjects to reinforce what is taught in health education
-
- 1 additional Checklist Criterion, total of 4



CHECKLIST CRITERIA

- 412** Health education is taught by trained teachers at the elementary school level and teachers are licensed or certified in health education at the middle and high school levels
-
- 413** All teachers who teach health education receive annual professional development on effective practices for health education, including healthy eating and benefits of physical activity, for a minimum of three contact hours at the elementary level and six contact hours at the middle and high school levels
-
- 414** All students are assessed in health education and results are reported on the report card every term that health education is required
-
- 415** Healthy eating and physical activity instruction is aligned to the national/state health education standards
-
- 416** District or school utilized the CDC's Health Education Curriculum Analysis Tool (HECAT) healthy eating and physical activity modules to enhance, develop or select an appropriate and effective health education curriculum
-



BRONZE LEVEL AWARD

- 501 A school employee wellness leader or committee has been identified

- 502 A school employee wellness needs or interest assessment has been conducted yearly with staff

- 503 School staff have opportunities to participate in physical activities OR healthy eating programs

SILVER LEVEL AWARD

- Meets Bronze

- 504 School staff have opportunities to participate in physical activities AND healthy eating programs

GOLD LEVEL AWARD

- Meets Silver

- 505 School staff are actively participating in physical activity and healthy eating programs

- 506 School or district annually evaluates the employee wellness program

- 507 District has a comprehensive employee wellness program

- 508 District insurance coverage provides obesity prevention and treatment services for staff



Rewards and incentives have been proven to be effective in increasing participation in employee wellness programs. Incentives can help employees who are having difficulty deciding to make healthy choices take the first steps in that direction.

— Michelle Owens, National Student and Employee Wellness Manager



physical education

BRONZE LEVEL AWARD

- 601** Requires all students at the elementary school level to participate in a minimum of 60 minutes of physical education per week (or 120 minutes of physical education per 2 weeks)

- 602** Requires all students at the middle school level to participate in a minimum of 90 minutes of physical education per week for the equivalent of one year

- 603** Requires all students at the high school level to complete the equivalent of one-half year of physical education and allows students of all grades to enroll in additional physical education

- 3 Checklist Criteria

SILVER LEVEL AWARD

- Meets Bronze

- 604** Requires all students at the elementary school level to participate in a minimum of 90 minutes of physical education per week (or 180 minutes of physical education per 2 weeks)

- 605** Requires all students at the middle school level to participate in a minimum of 135 minutes of physical education per week for the equivalent of two years

- 606** Requires all students at the high school level to complete the equivalent of one year of physical education and allows students of all grades to enroll in additional physical education

- 607** Physical education instructional strategies and other practices meet the diverse needs and interests of all students

- 3 additional Checklist Criteria, total of 6

GOLD LEVEL AWARD

- Meets Silver

- 608** Requires all students at the elementary school level to participate in a minimum of 150 minutes of physical education per week (or 300 minutes of physical education per 2 weeks)

- 609** Requires all students at the middle school level to participate in a minimum of 225 minutes of physical education per week for all years of middle school

- 610** Requires all students at the high school level to complete the equivalent of one and one-half years of physical education and allows students of all grades to enroll in additional physical education

- 611** Physical education is taught by licensed or certified physical educators at all grade levels

- 2 additional Checklist Criteria, total of 8



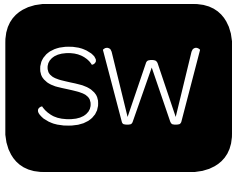
CHECKLIST CRITERIA

- 612 Students are engaged in moderate to vigorous physical activity at least 50% of physical education class time
 - 613 Physical education classes are appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs
 - 614 All teachers who teach physical education participate in annual professional development on effective practices for physical education for a minimum of 6 contact hours
 - 615 All students are assessed in mastery of skills and content in physical education and results are on the report card every term that physical education is required
 - 616 Instruction is based on a written and sequential curriculum that is aligned to the national/state physical education standards
 - 617 School provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized physical activity/fitness plans that include goal-setting and monitoring
 - 618 Student/teacher ratio in physical education is comparable with other classes at all grade levels
 - 619 Physical education requirements are not waived for other activities or classes
 - 620 District or school utilized the CDC's Physical Education Curriculum Analysis Tool (PECAT) to enhance, develop or select an appropriate and effective physical education curriculum
-



Daily, quality physical education at all grade levels is essential to providing instruction and development so that students can learn the skills and knowledge to be active throughout their lifetime.

— Lisa Perry, National Physical Education & Physical Activity Manager



CHECKLIST CRITERIA

Elementary

Bronze: 4 Checklist Criteria
 Silver: 7 Checklist Criteria
 Gold: 11 (All) Checklist Criteria

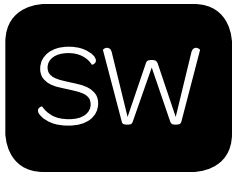
Middle

Bronze: 4 Checklist Criteria
 Silver: 7 Checklist Criteria
 Gold: 10 (All) Checklist Criteria

High

Bronze: 4 Checklist Criteria
 Silver: 7 Checklist Criteria
 Gold: 8 (All) Checklist Criteria

<p>701 At the elementary school level, school offers at least 20 minutes of recess daily</p>	<p>705 Snacks are served as part of the After School Snack or Meal Program (reimbursed through the USDA) or an independent snack program that meets the Alliance Competitive Foods and Beverage Guidelines</p>	<p>707 School provides opportunities for students to participate in daily physical activity during the school day (excluding recess and physical education)</p>
<p>702 At the elementary school level, classes participate in recess before lunch</p>	<p>706 Afterschool programs (academic enrichment and tutoring) that serve snacks incorporate nutrition education</p>	<p>708 School utilizes community resources to provide physical activity and/or nutrition education opportunities before or after school</p>
<p>703 Before and afterschool programs dedicate at least 20% of their time to physical activity</p>	<p>707 School provides opportunities for students to participate in daily physical activity during the school day (excluding recess and physical education)</p>	<p>709 School connects students and families with physical activity opportunities in the community</p>
<p>704 All before and after school program staff participate in annual professional development including physical activity and healthy eating as an element of their program</p>	<p>708 School utilizes community resources to provide physical activity and/or nutrition education opportunities before or after school</p>	<p>710 School actively supports and promotes walking or bicycling to and from school</p>
<p>705 Snacks are served as part of the After School Snack or Meal Program (reimbursed through the USDA) or an independent snack program that meets the Alliance Competitive Foods and Beverage Guidelines</p>	<p>709 School connects students and families with physical activity opportunities in the community</p>	<p>711 School policies and practices support that physical activity is not used for or withheld as punishment for students</p>



CHECKLIST CRITERIA continued

Elementary

Bronze: 4 Checklist Criteria
Silver: 7 Checklist Criteria
Gold: 11 (All) Checklist Criteria

Middle

Bronze: 4 Checklist Criteria
Silver: 7 Checklist Criteria
Gold: 10 (All) Checklist Criteria

High

Bronze: 4 Checklist Criteria
Silver: 7 Checklist Criteria
Gold: 8 (All) Checklist Criteria

<p>706 Afterschool programs (academic enrichment and tutoring) that serve snacks incorporate nutrition education</p>	<p>710 School actively supports and promotes walking or bicycling to and from school</p>	<p>712 School offers a range of competitive physical activity opportunities (intramural or interscholastic sports) for all grades before or after the school day</p>
<p>707 School provides opportunities for students to participate in daily physical activity during the school day (excluding recess and physical education)</p>	<p>711 School policies and practices support that physical activity is not used for or withheld as punishment for students</p>	<p>713 School offers a range of non-competitive physical activity opportunities aimed at engaging students in fun, recreational and life-long learning opportunities before or after the school day for all grades</p>
<p>708 School utilizes community resources to provide physical activity and/or nutrition education opportunities before or after school</p>	<p>712 School offers a range of competitive physical activity opportunities (intramural or interscholastic sports) for all grades before or after the school day</p>	<p>714 School provides access to before and after school offerings by making transportation options available</p>
<p>709 School connects students and families with physical activity opportunities in the community</p>	<p>713 School offers a range of non-competitive physical activity opportunities aimed at engaging students in fun, recreational and life-long learning opportunities before or after the school day for all grades</p>	
<p>710 School actively supports and promotes walking or bicycling to and from school</p>	<p>714 School provides access to before and after school offerings by making transportation options available</p>	
<p>711 School policies and practices support that physical activity is not used for or withheld as punishment for students</p>		

GLOSSARY

The following terms appear in the Healthy Schools Program Framework and the Healthy Schools Builder Inventory. The definitions below are intended to clarify these terms and assist schools in effectively interpreting criteria.

100% of food service staff: school food service staff or volunteers that prepare and/or serve meals (those that “touch” food), other non-preparation or non-serving staff or volunteers should be welcome to attend.

After School Snack Program: a program offered by the USDA that offers cash reimbursement to help schools serve snacks to children after their regular school day ends.

All beverages offered for sale: drinks served or offered for sale to students at school outside of the school (reimbursable) meals program including vending machines, a la carte lines, school stores, snack and other food carts and fundraisers.

All beverages served: beverages served to students outside of the school (reimbursable) meals program at events such as school parties and classroom celebrations where students do not actively purchase the products but do consume them.

All competitive foods (and/or beverages) offered for sale: items available at schools outside of the school (reimbursable) meals program including vending machines, a la carte lines, school stores, snack and other food carts and fundraisers. Any item that is offered for individual sale (even if the item is part of a school meal) is considered “competitive.” This includes, for example, milk, juice, water and side items.

Alliance Competitive Foods Guidelines: science-based, age-appropriate, calorie and portion controlled standards covering snacks offered for sale to students outside of the school (reimbursable) meal program such as products sold in school vending machines, a la carte lines, snack and other food carts, fundraisers and school stores.

Alliance School Beverage Guidelines: science-based, age-appropriate, calorie and portion controlled standards covering beverages offered for sale to students outside of the school meal program such as products sold in school vending machines, a la carte lines, snack and other food carts, fundraisers and school stores.



Annual training: an annual workshop, seminar, or training opportunity designed specifically for school nutrition professionals.

Assessed in mastery of skills and content: individual student evaluations are obtained through a variety of assessment techniques that assess children’s cognitive and affective learning as well as their physical performance. These techniques may include skill rubrics, peer assessments, self-assessments, oral and written assessments. Grading systems reflect the degree to which students achieve the educational instructional goals set for them. Report cards and progress reports provide regular, systemic information about student knowledge and performance.

Benefits of physical activity: in health education, knowledge and skills that promote physical activity; not movement skills that are taught in physical education.

Body Mass Index (BMI): a formula that assesses weight relative to height. It provides a useful screening tool to indirectly measure the amount of body fat.

For additional information, contact 1-888-KID-HLTH or schools@healthiergeneration.org.

GLOSSARY

Branding and marketing of competitive foods and beverages: branding is the practice of using a company's name or logo to create product brand recognition and influence purchasing. Marketing includes product and brand placement (such as exposing students to advertising and actual products), promotions and incentives used to encourage purchasing.

Comprehensive health education: includes the development, delivery and evaluation of planned, sequential and developmentally appropriate instruction and learning experiences designed to protect, promote and enhance the health literacy, skills and well-being of students from kindergarten through high school. Health education topics include healthy eating; physical activity; tobacco, alcohol and other drugs use prevention; mental and emotional health; personal health; safety and injury prevention; sexual health and bullying and violence prevention.

Contact hours: equivalent to clock hours.

Default option for meals: A pre-planned reimbursable meal meeting HSP/HUSSC standards (e.g. for lean protein, whole grains, fruits and vegetables and low fat milk) that is automatically selected for each students unless the student actively selects other foods.

Diversity: a value that is fundamental to school wellness and which should include the practice of respecting and representing individual differences across all elements of the school health environment. Differences include but are not limited to religious beliefs, gender, age, lifestyle choices, communication styles, sexual orientation, economic backgrounds, culture and traditions, ethnicity or race.

Equivalent of a dedicated, stand alone, health education course: 1) health education units of study are equal in time to a term-long course, 2) the units of study are comprised of a sequence of contiguous health lessons and 3) the units of study include functional knowledge and skill-based instruction in healthy eating and physical activity.

Evaluates: school has used tools to help identify needed changes, determine if objectives have been met, and measure impact and participation in program or activities.

Extended school day: time during before- and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

Fitness education: instructional and learning process of acquiring values, knowledge, skills; experiencing regular participation in physical activity; and promoting healthy nutritional choices to achieve life enhancing health-related fitness.

Food and beverage marketing: marketing that includes product and brand placement (such as how students are exposed to advertising and actual products) and promotions and incentives used to entice purchasing.

Functional knowledge: relevant, accurate, reliable information and concepts that results in the adoption and maintenance of healthy behaviors; includes distinguishing between facts and misconceptions; addresses individual values that support health-enhancing behaviors; corrects misperceptions about group norms; and increases personal perception of risk and harmfulness of engaging in specific health risk behaviors.

Health Education Curriculum Analysis Tool: a curriculum analysis tool to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curricula, based upon the national health education standards.

Health-related fitness assessment: includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments determine students' overall physical fitness and suggest areas for improvement when appropriate. Aggregate data is used to modify instruction to meet the needs of the students.

HSP/HUSSC standards: refers to the Healthy Schools Program/USDA Healthier US Schools Challenge when used in reference to a reimbursable meal, having a minimum of the following foods: one serving of meat/meat alternate, one full serving of (non-fried) vegetables, one full serving of fruit, one full serving of whole grains, 8 ounces of unflavored 1% milk or nonfat flavored or unflavored milk with no more than 150 calories, no dessert or only a dessert that meets the Alliance Competitive Foods Guidelines.

Implementation: execution or accomplishment of a plan or policy; ensure actual fulfillment by concrete measures.

GLOSSARY

Interscholastic: activities and competitions that occur between students of different schools.

Intramural: activities and competitions that occur between students attending the same school.

Lean protein: meat or meat alternate containing 10 g or less total fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.

Leveraged resources: maximizing potential and expanding connections with partners to enhance wellness priorities; includes in-kind contributions and discounts for products and services.

Licensed or certified educators: educators that meet state departments of education requirements to hold a teaching license, certificate or endorsement.

Low-fat Entrees: entree with ≤ 12 grams total fat, ≤ 4.5 grams saturated fat, 0 grams trans fat, and ≤ 480 mg sodium.

Moderate to vigorous physical activity: activities that cause an increase in heart rate, breathing and body temperature.

National/state standards for physical education: national and state content standards define what a student should know and be able to do as result of a quality health education or physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level.

Needs/interest assessment: tool used to gather key data to develop support for and plan an employee wellness program and can include the overall health needs and issues facing a group or specific interests.

Non-competitive: activities which do not designate winners.

Non-fried fish: fish products that have not been pre-fried, flash fried, or par-fried during the manufacturing process, nor fried on-site before serving. Fish that meets the lean protein requirements (less than 10 g fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g) is exempt from the non-fried requirement.

Non-fried food products: food products that have not been pre-fried, flash fried, or par-fried during the manufacturing process, nor fried on-site before serving.

Obesity prevention and treatment services: examples include visits to registered dietitian, telephonic health coaching, and/or visits to primary care providers for referral and follow-up care regarding obesity prevention.

Physical activity breaks: planned, structured intervals throughout the school day when students are out of their seats and moving. Physical activity breaks do not include passing periods or recess.

Physical activity opportunities in the community: activities such as organized sports, dance, yoga, martial arts, fun walk/run, community health fairs and other special events that are provided by members or organizations in the school community.

Physical activity: physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves.

Physical education beyond what is required: all students are allowed to participate in additional physical education classes in addition to fulfilling the standard minute requirement.

Physical Education Curriculum Analysis Tool: the PECAT is a curriculum analysis tool to help school districts conduct a clear, complete, and consistent analysis of written physical education curricula, based upon national physical education standards.

Portion-controlled: a pre-measured portion or portion controlled packet of food, e.g. salad dressing in pre-portioned packets.

Prepaid meal funds: funds that a student or parent has deposited into a school account intended for purchase of foods and beverages in the school foodservice operation.

Preselected meals: Meals that are ordered/selected by the student or parent before the meal period. Example: student or parent orders lunch in advance, such as the previous day or during first period class.

Professional development: specialized training designed to increase or enhance a teacher's knowledge, skills and effectiveness in a specific content area.

GLOSSARY

Reimbursable Meals: a combination of food items served to students at breakfast and/or lunch that meets both nutrition standards and calorie levels for the meal pattern specified in federal regulations and that are priced as a unit.

Report card every term that physical education or health education is required: during any term that a student is required to take physical education or health education, results of assessment will be on the student's report card.

Saturated fat: a fatty acid that has the maximum number of hydrogen atoms. Saturated fats are mostly found in animal products such as meat, whole milk, butter, and lard.

School employee wellness leader or committee: school staff with a commitment to implementing school employee wellness programs. The district school health coordinator might also fulfill the role of employee wellness leader in some cases. A committee can be a new or existing school wellness council, wellness policy team, school safety or accountability committee.

School Improvement Plan: a comprehensive plan that identifies long-range improvement goals for the school. The plan often includes goals to improve academic performance, professional development and school facilities. The plan can also include goals pertaining to student and staff wellness.

School Meals Initiative (SMI): minimum standards for calories and other nutrients, established by USDA in 1995 to improve the nutritional quality of school lunches and breakfasts.

School parties: includes all celebrations held in the school during the regular and extended school day, including classroom parties and all school celebrations such as holiday parties.

Skill-based instruction: incorporates teaching strategies to promote understanding of key health concepts and provides adequate instructional time for the practice and reinforcement of health-enhancing skills.

Sports drink: a beverage that is designed to help rehydrate athletes after vigorous training or competition that is continuous for an hour or more.

Stand-alone course: is on the master schedule, meets on a regularly basis and has a dedicated scope and sequence, pacing guide or curriculum for health education.

State standards: content standards define what a student should know and be able to do as a result of a quality health education or physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level.

Term-long course: the time formally used in the school or district to break out the school year (e.g. quarter, semester, trimester, etc.) equivalent to one grading period.

Trans fat: byproducts of partial hydrogenation, a process in which hydrogen is added back into vegetable oil (polyunsaturated) to turn the oil into a more saturated fat. Sources may be found in commercially prepared baked goods, snack foods, fried foods, and salad dressings.

Unsaturated fat: a fatty acid that is missing one or more pairs of hydrogen atoms, found mainly in many fish, nuts, seeds and oils from plants. Examples of other sources include: salmon, trout, olives, walnuts and liquid vegetable oils such as soybean, corn, safflower, canola, olive and sunflower.

Wellness council/committee: a working group of school staff, families, students, and community members convened to address pressing student health issues. Members are representative of all segments of the community and school. *Note: the School Wellness Council may also be referred to as a School Health Advisory Council or School Wellness Committee. School level Wellness Councils or health teams can also be extensions of district-level councils/committees.*

Wellness policy: a district policy that addresses student health and wellness and a healthy school environment.

Whole grains: foods made from the entire grain seed, usually called the kernel, which consists of the bran, germ, and endosperm. If the kernel has been cracked, crushed, or flaked, it must retain nearly the same relative proportions of bran, germ, and endosperm as the original grain in order to be called whole grain.

healthy schools program expert panel

Sara Bowie

School Employee Wellness Manager
Directors of Health Promotion and Education

Charlene Burgeson

Executive Director
National Association of Sport and Physical
Education

Gene Etheridge

Retired Principal, Orosi High School,
Past Chair, Agricultural Farmers Market Board,
Organic Farmer

Elizabeth Gallun

Supervisor, Health Education
Prince George's County Public Schools

Dr. Jayne Greenberg

District Director Physical Education and
Health Literacy
Miami-Dade County Public Schools

John Govea

Senior Program Officer
Robert Wood Johnson Foundation

Dr. James Marks

Senior Vice President and Director,
Health Group
Robert Wood Johnson Foundation

Dr. Rose Marie Robertson

Chief Science Officer
American Heart Association

Kim Stitzel

Director, Nutrition and Obesity
American Heart Association

Dr. Susan Telljohann

Professor of Health Education
University of Toledo, Department of
Health and Recreation Professions

Dr. Joseph Thompson

Arkansas Surgeon General,
Director, Arkansas Center for
Health Improvement
Director, Robert Wood Johnson
Foundation

Dorothea Vafiadis

Science and Medicine Advisor
American Heart Association

Dr. Linda Van Horn

Professor, Preventive Medicine
Northwestern University Feinberg
School of Medicine Medical School

Kathryn Kahler Vose

Communications and Marketing
Executive
YELLOWBRICKROAD

Dr. Howell Wechsler

Director
Centers for Disease Control
and Prevention

Alicia H. White

Senior Nutritionist
Child Nutrition Division, Food and
Nutrition Service, United States
Department of Agriculture

Laurie Whitsel

Director of Policy Research
American Heart Association