



healthy schools program framework

CRITERIA FOR DEVELOPING A HEALTHIER SCHOOL ENVIRONMENT

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 Best Practices Framework outlines specific steps that schools can take 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 best practice criteria in each of the following eight content areas that address school health improvement:

- Policy/Systems
- School Meals Programs
- Competitive Foods & Beverages
- Health Education
- Physical Activity
- School Employee Wellness
- Physical Education
- Before and Afterschool Programs

The Alliance offers national awards at the bronze, silver, gold, and platinum levels.

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

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

BRONZE LEVEL AWARD

- District has adopted a wellness policy containing the elements required by the 2004 Congressional Child Nutrition reauthorization
- School has convened a wellness council/committee that meets at least every other month during the school year
- The school wellness council includes and fosters the participation of representatives with the varying linguistic, cultural and socio-economic backgrounds of the student population
- School wellness council includes at least one student-family member representative as an active member

SILVER LEVEL AWARD

- Meets Bronze
- The status of activities that support the implementation of the wellness policy are communicated at least annually to students, families and school staff
- All parents and guardians have the opportunity to provide meaningful input to the development and implementation of school health and wellness activities
- ✓ Meets **SIX** checklist criteria

GOLD LEVEL AWARD

- Meets Silver
- ✓ Meets **NINE** checklist criteria

PLATINUM LEVEL AWARD

- Meets Gold
- ✓ Meets **ALL** checklist criteria



CHECKLIST CRITERIA MUST MEET: SIX FOR SILVER, NINE FOR GOLD, ALL FOR PLATINUM

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| <ul style="list-style-type: none"> <input type="checkbox"/> Drinking water is available to students free of charge at all times during the school day <input type="checkbox"/> District or school has adopted administrative regulations (procedures/policies) for the wellness policy <input type="checkbox"/> School wellness is a standing agenda item on the site council and/or parent group meetings <input type="checkbox"/> Students have the opportunity to provide meaningful input into the development and implementation of school health and wellness activities <input type="checkbox"/> School grounds are open to students, their families and the community for access to physical activity <input type="checkbox"/> District or school has established a progress reporting mechanism for implementation and evaluation of the wellness policy | <ul style="list-style-type: none"> <input type="checkbox"/> District or school has secured funds to implement their school health/wellness action plan <input type="checkbox"/> Goals from the school health/wellness action plan are integrated into the overall School Improvement Plan <input type="checkbox"/> School tracks students' body mass index and fitness levels and reports those numbers in aggregate on an annual basis <input type="checkbox"/> The school building, grounds, athletic/play equipment are regularly monitored for safety and environmental quality (water, air, pest, lighting, defects, etc.) <input type="checkbox"/> The district wellness policy includes statement that acknowledges the importance of diversity and culturally inclusive practices in school wellness efforts |
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BRONZE LEVEL AWARD

- School participates in the National School Breakfast and Lunch Programs or in independent breakfast and lunch programs that meet USDA nutrition standards
 - National School Breakfast and Lunch Programs or the independent meals program meets USDA access standards with a plan in place to avoid “overt identification” of students who qualify for free or reduced-price meals
 - School breakfast and lunch programs meet USDA School Meals Initiative (SMI) standards for reimbursable meals
 - Annual training, covering techniques such as reducing fat and sodium in food preparation, and portion control, is completed by 100% of food service staff who prepare and serve meals
- ✓ Meets **SIX** checklist criteria

SILVER LEVEL AWARD

- Meets Bronze
 - School meals program reflects the diversity of the student population as evidenced by the following:
 - Breakfast and lunch menus are in alignment with applications for free and reduced-price meals by way of being printed/available in the language(s) that parents primarily speak
 - School conducts yearly taste tests of foods that are representative of the variety of religions and cultures that make up the school student community
 - Cafeteria is using an electronic point-of-sale system that protects low-income students participating in the free or reduced-price meal program from being stigmatized
- ✓ Meets **EIGHT** checklist criteria

GOLD LEVEL AWARD

- Meets Silver
 - All grains offered daily, at breakfast and lunch, are whole grains
- ✓ Meets **ALL** checklist criteria

PLATINUM LEVEL AWARD

- Meets Gold
- School uses cafeteria as ‘nutrition education’ learning laboratory on a weekly basis via programs, promotions, nutrition labeling or special demonstrations

**CHECKLIST CRITERIA MUST MEET: SIX FOR BRONZE, EIGHT FOR SILVER, ALL FOR GOLD**

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| <ul style="list-style-type: none"> <input type="checkbox"/> Offers only 1%, 1/2% or fat-free milk (flavored or unflavored)* <input type="checkbox"/> Half of all grains offered daily, at breakfast and lunch, are whole grains <input type="checkbox"/> At least one fruit (fresh, canned or frozen in fruit juice or light syrup) is offered at breakfast <input type="checkbox"/> Offers at least four non-fried, no-added-sugar fruit and/or vegetable options daily (salad can serve as one of the four) <input type="checkbox"/> Offers at least one low-fat entrée choice at lunch with ≤ 35% calories from total fat, ≤ 10% calories from saturated fat, 0g trans fat, and ≤ 480mg sodium <input type="checkbox"/> Uses only unsaturated (no more than 1g saturated fat), zero trans fat oils during on site (post manufactured) food preparation <input type="checkbox"/> Offers only non-fried products and uses no deep fat frying in food preparation | <ul style="list-style-type: none"> <input type="checkbox"/> Offers non-fried fish at least one time per week <input type="checkbox"/> 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: less than 10 g fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.) <input type="checkbox"/> Offers a daily salad with three fruits or vegetables in addition to lettuce/lettuce mix. If dressing is offered, must be portion controlled, 1 oz. low-fat or no-fat dressing <input type="checkbox"/> Offers only desserts that meet the Alliance Competitive Foods Guidelines <input type="checkbox"/> A written food safety plan is being implemented for preparation and service of school meals, based on Hazard Analysis Critical Control Point (HACCP) principles as identified by USDA’s guidance |
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*Flavored milk must contain no more than 150 calories per 8 oz.



competitive foods & beverages

BRONZE LEVEL AWARD

- All beverages offered 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 (see page 4 for more information)
 - School has completed an inventory to identify compliance with the Alliance Competitive Foods Guidelines of all foods currently offered for sale in vending machines, on a la carte lines, as fundraisers, in school stores and snack carts (see page 4 for more information)
- ✓ Meets **ONE** checklist criteria

SILVER LEVEL AWARD

- Meets Bronze
- With the exception of a maximum of two times per year, all beverages served to students outside of the school meals program during the regular and extended school day, including school and classroom parties, meet the Alliance School Beverage Guidelines (see page 4 for more information)
- All competitive foods offered for sale to students outside of the school meals program during the regular and extended school day meet the Alliance Competitive Foods Guidelines (see page 4 for more information)

GOLD LEVEL AWARD

- Meets Silver
- With the exception of a maximum of two times per year, all competitive foods served to students outside of the school meals program during the regular and extended school day, including school and classroom parties, meet the Alliance Competitive Foods Guidelines (see page 4 for more information)

PLATINUM LEVEL AWARD

- Meets Gold
- Food is never used as a reward or reinforcement for students
- Commercial food and beverage branding is prohibited in non-food environments such as recreational facilities, classrooms and hallways
- Food and beverage marketing is restricted to those foods and beverages that meet the Alliance School Beverage and Competitive Foods Guidelines (see page 4 for more information)



CHECKLIST CRITERIA MUST MEET: ONE FOR BRONZE

Upon completion of the competitive foods inventory, should a school confirm that it sells no competitive foods or sells only competitive foods that meet the Alliance Competitive Foods Guidelines, the additional checklist item can be waived.

- Created a list of competitive foods available from vendor(s) that meet the Guidelines
- Developed a written policy announcing that all competitive foods will be compliant with the Guidelines within 12 months. Sent this policy to parents and guardians
- All new Requests for Proposals and/or Requests for Quotes that contain competitive foods and are issued during this school year (even if effective for future school years) include only competitive foods that satisfy the Guidelines
- Lowered the price of compliant competitive foods and raised the price of non-compliant competitive foods in all areas where competitive foods are sold
- Substituted at least two non-compliant food fundraisers with non-food alternatives or with only products that meet the Guidelines
- Conducted one or more initiatives with an evaluation component to engage students in leading change toward healthier competitive foods at the school
- Conducted a marketing campaign with evidence of input from students, school staff, administration and food service staff to promote nutritious snack choices in all areas where competitive foods are sold

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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.

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.

ALLIANCE COMPETITIVE FOODS GUIDELINES CONTINUED

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: ≥ 2 g fiber; or ≥ 5 g protein; or $\geq 10\%$ DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or $\geq 1/2$ 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: ≥ 2 g fiber; or ≥ 5 g protein; or $\geq 10\%$ DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or $\geq 1/2$ 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 $\leq 35\%$ 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

- Skills-based instruction on healthy eating and physical activity as a part of a dedicated comprehensive health education program is required for every student at every grade at the elementary school level
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand alone, term-long health education course, or the equivalent, during at least one year at the middle school level
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand-alone, term-long health education course during at least one year at the high school level
- ✓ Meets **THREE** checklist criteria

SILVER LEVEL AWARD

- Meets Bronze
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand alone, term-long health education course, or the equivalent, during at least two years at the middle school level
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand-alone health education course for the equivalent of two terms at the high school level
- ✓ Meets **FIVE** checklist criteria

GOLD LEVEL AWARD

- Meets Silver
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand alone, term-long health education course during each year at the middle school level
 - Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand-alone health education course for the equivalent of three terms at the high school level
- ✓ Meets **SEVEN** checklist criteria

PLATINUM LEVEL AWARD

- Meets Gold
- Skills-based instruction on healthy eating and physical activity is required for every student as a part of a dedicated, stand-alone health education course for an equivalent of at least four terms **or** 1 credit at the high school level
- Healthy eating and physical activity knowledge and skills taught in health education are reinforced through instruction in Family and Consumer Sciences courses

**CHECKLIST CRITERIA MUST MEET: THREE FOR BRONZE, FIVE FOR SILVER, SEVEN FOR GOLD**

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| <ul style="list-style-type: none"> <input type="checkbox"/> Planned healthy eating and physical activity instruction is aligned to the national/state health education standards <input type="checkbox"/> District or school utilizes the CDC's Health Education Curriculum Analysis Tool (HECAT) healthy eating and physical activity modules to assess these topics in their health education curriculum <input type="checkbox"/> District or school ensures that their health education curriculum aligns with the CDC's Health Education Curriculum Analysis Tool (HECAT) healthy eating and physical activity modules <input type="checkbox"/> All students are assessed in health education and results are reported on the report card every term that health education is offered <input type="checkbox"/> Health education is taught by trained teachers at the elementary school level or teachers are certified/licensed in health education at the middle and high school levels | <ul style="list-style-type: none"> <input type="checkbox"/> All teachers who teach health education receive annual professional development on effective practices for health education, including physical activity and healthy eating, for a minimum of three contact hours at the elementary level and eight contact hours at the middle and high school levels <input type="checkbox"/> Healthy eating and physical activity messages are integrated into other subject areas <input type="checkbox"/> At the middle and high school levels, health education electives that include additional instruction on healthy eating and physical activity are offered <input type="checkbox"/> Health education curriculum, instructional strategies and examples are responsive to and inclusive of the diversity of the student population |
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BRONZE LEVEL AWARD

✓ Meets **TWO** checklist criteria

SILVER LEVEL AWARD

✓ Meets **FOUR** checklist criteria

GOLD LEVEL AWARD

✓ Meets **FIVE** checklist criteria

PLATINUM LEVEL AWARD

There are no platinum criteria for Physical Activity

**CHECKLIST CRITERIA MUST MEET: TWO FOR BRONZE, FOUR FOR SILVER, FIVE FOR GOLD**

- All students have the opportunity to participate in physical activity breaks on a daily basis
- School has an annual plan for integrating physical activity into most subject areas
- At the elementary school level, school offers at least 20 minutes of recess daily
- School offers a range of competitive physical activity opportunities (intramural or interscholastic sports) before or after the school day
- 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
- School has a plan in place to promote safe walking and bicycling to school

BRONZE LEVEL AWARD

- A school employee wellness leader or committee has been identified
 - Administrator's support for developing a school employee wellness program has been obtained
 - A school employee wellness needs assessment has been conducted with staff
 - A written school employee wellness action plan has been created based on results of needs assessment that at a minimum includes opportunities related to physical activity and healthy eating
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SILVER LEVEL AWARD

- Meets Bronze
 - School employee wellness action plan is being implemented and at a minimum includes opportunities related to physical activity and healthy eating
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GOLD LEVEL AWARD

- Meets Silver
 - School employee wellness action plan is being implemented and at a minimum includes opportunities related to physical activity and healthy eating and two of the following components:
 - Weight Management
 - Health Screenings
 - Stress Management
 - Tobacco Cessation
 - 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 (see page 4 for more information)
 - School employee wellness program is being evaluated annually
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PLATINUM LEVEL AWARD

- Meets Gold
- School employee wellness action plan is being implemented and addresses all of the following:
 - Physical Activity
 - Healthy Eating
 - Weight Management
 - Health Screenings
 - Stress Management
 - Tobacco Cessation
- District wellness policy addresses school employee wellness programs for all school staff
- District insurance policy covers obesity prevention and treatment services

BRONZE LEVEL AWARD

- Requires all students at the elementary school level to participate in at least 60 minutes of physical education per week throughout the academic year
- Requires all students at the middle school level to participate in at least 90 minutes of physical education per week for the equivalent of one year **and** allows students of all grades to enroll in additional physical education
- 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
- ✓ Meets **FOUR** checklist criteria

SILVER LEVEL AWARD

- Meets Bronze
- Requires all students at the elementary school level to participate in at least 90 minutes of physical education per week throughout the academic year
- Requires all students at the middle school level to participate in at least 135 minutes of physical education per week for the equivalent of two years **and** allows students of all grades to enroll in additional physical education
- 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
- ✓ Meets **SIX** checklist criteria

GOLD LEVEL AWARD

- Meets Silver
- Requires all students at the elementary school level to participate in at least 150 minutes of physical education per week throughout the academic year
- Requires all students at the middle school level to participate in at least 225 minutes of physical education per week for all years of middle school
- 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
- Physical education is taught by licensed or certified physical educators at all grade levels
- ✓ Meets **EIGHT** checklist criteria

PLATINUM LEVEL AWARD

- Meets Gold
- ✓ Meets **ALL** checklist criteria

**CHECKLIST CRITERIA MUST MEET: FOUR FOR BRONZE, SIX FOR SILVER, EIGHT FOR GOLD, ALL FOR PLATINUM**

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| <ul style="list-style-type: none"> <input type="checkbox"/> Physical education is based on a written and sequential curriculum that is aligned to the national/state standards for physical education <input type="checkbox"/> District or school utilizes the CDC's Physical Education Curriculum Analysis Tool (PECAT) to assess their physical education curriculum <input type="checkbox"/> Physical education instructional strategies and other practices support needs of the diversity of the student population <input type="checkbox"/> Students are moderately to vigorously active for at least 50% of physical education class time <input type="checkbox"/> 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 | <ul style="list-style-type: none"> <input type="checkbox"/> Physical education is taught by licensed physical educators or appropriately trained classroom teachers at the elementary school (at the Bronze and Silver levels only) or by licensed or certified physical educators at the middle and high school levels <input type="checkbox"/> Student/teacher ratio in physical education is comparable with other classes at all grade levels <input type="checkbox"/> All teachers who teach physical education receive annual professional development on effective practices for physical education for a minimum of eight contact hours <input type="checkbox"/> At the middle and high school levels, physical education requirements are not waived for other activities <input type="checkbox"/> 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 |
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BRONZE LEVEL AWARD

✓ Meets **THREE** checklist criteria

SILVER LEVEL AWARD

☐ Meets Bronze

✓ Meets **FIVE** checklist criteria

GOLD LEVEL AWARD

☐ Meets Silver

✓ Meets **ALL** checklist criteria

PLATINUM LEVEL AWARD

☐ Meets Gold

☐ School provides access to before and afterschool programs by offering transportation options

**CHECKLIST CRITERIA MUST MEET: THREE FOR BRONZE, FIVE FOR SILVER, ALL FOR GOLD**

- ☐ Before and afterschool program offerings dedicate at least 20% of their time to physical activity
- ☐ At the elementary and middle school levels, a healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets the Alliance Competitive Foods and Beverage Guidelines
- ☐ Before and afterschool programs offer a variety of physical activity and nutrition education opportunities that reflect the diversity and needs among students, families, and the community
- ☐ At the elementary and middle school levels, snacks offered are healthy food and beverage selections that reflect the diverse demographics of the school community
- ☐ The school encourages students to connect with physical activity opportunities in the community
- ☐ All before and afterschool program staff participate in annual professional development on the importance of and strategies for including physical activity and healthy eating as an element of their programs

**High Schools are exempt from meeting the Before and Afterschool Criteria for 2009-2010 school year*

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

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.

Access standards: schools should maintain a policy for providing free and reduced price meals for low-income children consistent with USDA standards.

Adapted physical education: physical education that is personalized and specially designed to address the individual needs of children and youth who have disabling conditions that require modifications to the general program of physical education in order to benefit from instruction.

Administrative regulations: policies or procedures that outline the implementation of the wellness policy.

Administrator’s support: a statement of support from a superintendent or school board at the district level or the principal and/or vice principal(s) at the school level. Support can also be obtained from other powerful decision makers within the school system, such as chief financial officers, administrator of human resources, counselors of employee assistance programs, and officials of bargaining units who represent the interests of employee groups.

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 carts and fundraisers.

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

All competitive foods offered for sale: items available at schools outside of the school (reimbursable) meals program including vending machines, a la carte lines, school stores, snack carts and fundraisers.

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

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

Appropriately trained classroom teachers: classroom teachers assigned to teach physical education that have training in developmentally appropriate physical education, curriculum, assessment, best practices, research-based physical education programs, physical education classroom management, and/or other related topics in teaching physical education.

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. 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.

Avoid overt identification: a plan in place to assure that all students who qualify for free or reduced priced meals have equal access to food options without being stigmatized or “overtly identified” as receiving subsidized meals.

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.

Commercial food and beverage branding: the practice of using a company’s name or logo to create product brand recognition and influence purchasing.

Contact hours: equivalent to clock hours.

Dedicated funds: money that is allocated and budgeted to be spent for specific health and wellness efforts.

Dedicated: taught as a unique subject or as a series of units of study that provide health education knowledge and skills.

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) the health education units of study are equivalent in time to a term-long course, 2) all students are required to receive the instruction, 3) the units of study are comprised of a sequence of contiguous health lessons and 4) the units of study include skill-based instruction in healthy eating and physical activity.

Evaluated: 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.

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Food and beverage marketing: product marketing including product and brand placement and promotion and incentives for purchase .

Hazard Analysis Critical Control Point: a systematic approach designed to reduce the risk of foodborne hazards by focusing on each step of the food preparation process - from receiving to service.

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 education electives: health education courses offered to students in addition to required health education courses.

Health Screenings: examples include body mass index, blood pressure, cholesterol, skin cancer, blood sugar, bone density.

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

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

Lean: less than 10 g fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.

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

Low-fat Entrees: entrée with ≤35% calories from total fat, ≤10% calories from saturated fat, 0 grams trans fat, and ≤480 mg sodium.

Meaningful input: includes efforts to gather parent input, strategies to include families who are not typically active in school committees, involvement in the decision making process, and various modes of communicating decisions that honor the diversity of the school's families.

Moderate to vigorous physical activity: measured by an increase in heart rate, breathing and body temperature (Centers for Disease Control and Prevention).

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

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

Needs 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 population, 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.

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.

Non-traditional physical activity: examples include dance, karate, aerobics, hiking or walking clubs, games, etc.

Nutrition education learning laboratory: examples include students participating in hands-on opportunities to cook, prepare and select healthy food and beverage options.

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.

Other physical activities: including, but not limited to participation in school and community sports, band, cheerleading, ROTC, etc.

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: examples include organized sports, dance, yoga, martial arts, fun walk/run, community health fairs and other special events.

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.

Plan for evaluating and reporting: includes designation of one or more persons within a school or district charged with ensuring that the school meets the local wellness policy and reporting this information.

Plan for integrating physical activity: a written narrative that describes strategies and practices that demonstrate that teachers have included physical activity as a multi-disciplinary component in most other subject areas.

Portion-controlled: a pre-measured portion or portion controlled pack (pc-pac).

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

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 (see United States Department of Agriculture, Food & Nutrition Service, part 210).

Report card every term that physical education is required: during any term that a student is required to take physical 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 action plan: a plan that is specific to employee wellness. The plan should identify what activities will be accomplished, by whom and by when. It should be based on data and information gathered with the school staff needs assessment.

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) Standards: in 1995, USDA established a final rule requiring that school meals meet certain minimum standards for calories and other nutrients in order 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 events.

School Wellness Council Action Plan: the plan developed by the school wellness council that outlines chosen action steps toward creating a healthier school environment.

School Wellness Council: 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.

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.

Stand-alone: a dedicated scope and sequence for health education.

Standing agenda item: an item that is a default item on an agenda and is addressed at all meetings of the group. Topics might include health and PE curricula, student health survey data, food offered at school, employee wellness, etc.

State Standards: many states have adopted their own physical education and/or health education standards and schools may choose to follow state standards.

Stress management: examples include relaxation, time management, yoga.

Techniques: may include, but are not limited to the following: featuring culinary demonstrations; using alternate cooking methods, flavor enhancement, and presentation; using vegetable, fruits, and grains; and knowing how to prepare recipes that appeal to students. All trainings should support the Dietary Guidelines for Americans.

Term: the time formally used in the school or district to break out the school year (e.g. semester, quarter, 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.

Weight Management: sound weight management programs (e.g. Weight Watchers At Work).

Wellness policy: a policy that must be consistent with 2004 Congressional requirements (for more information see <http://www.schoolwellnesspolicies.org/resources/Section204LocalWellnessPolicies.pdf>).

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.

Written plan to integrate healthy eating and physical activity: a written document that specifically outlines the school-wide plan to reinforce and support healthy eating and physical activity into additional subject areas.

healthy schools program expert panel

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