

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 national award, schools must implement best practices in all of the following areas:

- 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

To earn a bronze level award, schools must meet at least bronze level criteria in each of the following categories:

<p>po</p> <p>POLICY/SYSTEMS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> District has adopted a wellness policy consistent with the 2004 Congressional requirements <input type="checkbox"/> School has convened a wellness council/committee <input type="checkbox"/> School Wellness Council meets at least every other month <input type="checkbox"/> School Wellness Council is representative of the diversity of the student population <input type="checkbox"/> Drinking water is available to students free of charge at all times during the school day
<p>sm</p> <p>SCHOOL MEALS PROGRAMS</p> <p><i>Meets at least five of the following:</i></p> <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 served daily, at breakfast and lunch, are whole grains <input type="checkbox"/> Serves at least one fruit (fresh or canned in fruit juice or light syrup) at breakfast in addition to 100% fruit juice <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 entree choice at lunch with <35% calories from fat, <9% calories from saturated fat, <1% calories from trans fat and <480 mg sodium <p><small>* In recognition of the limited availability to schools of flavored milk with less than 150 calories / 8 oz. and the importance of calcium in children's diet's, flavored milk with up to 180 calories / 8 oz. will be allowed under these guidelines until August 31, 2008 so long as schools attempt to get the lowest calorie flavored milk available to them. This transition period affords time for product reformulation and distribution. Milk includes nutritionally equivalent milk alternatives per USDA.</small></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Healthy foods are offered as part of the National School Breakfast and Lunch Programs or as an independent meals program that meets USDA nutrition standards <input type="checkbox"/> 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 <input type="checkbox"/> School breakfast and lunch programs meet USDA School Meals Initiative (SMI) standards for reimbursable meals <input type="checkbox"/> Annual training, covering techniques to reduce fat and sodium in food preparation, is completed by 100% of food service staff <ul style="list-style-type: none"> <input type="checkbox"/> Uses only unsaturated, zero trans fat oils during on site (post-manufactured) food preparation <input type="checkbox"/> Serves only non-fried food products and uses no deep fat frying in food preparation <input type="checkbox"/> Offers non-fried fish at least one time per week <input type="checkbox"/> Serves only lean protein products such as lean red meat, skinless poultry, lean deli meats, fat-free or low-fat cheese, beans, tofu, etc. <input type="checkbox"/> Offers a daily salad with three fruits or vegetables in addition to lettuce/lettuce mix and portion-controlled, 1 oz. low-fat or no-fat dressing <input type="checkbox"/> Serves only desserts that meet the Alliance Competitive Foods Guidelines (see appendix for more information)
<p>cf</p> <p>COMPETITIVE FOODS AND BEVERAGES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School has implemented a minimum of two action steps identified in the Alliance Best Practice Action Steps for Competitive Foods (see appendix for more information) <input type="checkbox"/> 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 appendix for more information)

bronze

he

HEALTH EDUCATION

- 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 level 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 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 at least three of the following:

- Planned healthy eating and physical activity instruction is aligned to the national/state health education standards
- Planned healthy eating and physical activity instruction is aligned to the Characteristics of Effective Health Education Curricula (see appendix for more information)
- All students are assessed in health education and results are reported on the report card every term that health education is offered
- Health education is taught by trained teachers at the elementary school level **or** teachers certified/licensed in health education at the middle and high school levels
- 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 eight contact hours
- There is a written plan to integrate healthy eating and physical activity messages into other subject areas
- At the middle and high school levels, health education electives that include additional instruction on healthy eating and physical activity are offered
- Health education curriculum, instructional strategies and examples are responsive to and inclusive of the diversity of the student population

pa

PHYSICAL ACTIVITY

Meets at least two of the following:

- 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 biking to school

sw

SCHOOL EMPLOYEE WELLNESS

- 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

bronze

pe

PHYSICAL EDUCATION

- Requires all students at the elementary school level to participate in at least 50 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 at least four of the following:

- Physical education is based on a written and sequential curriculum that is aligned to the national/state standards for physical education
- District or school utilizes the CDC's Physical Education Curriculum Analysis Tool (PECAT) to assess their physical education curriculum
- Physical education instructional strategies and other practices support needs of the diversity of the student population
- Students are moderately to vigorously active for at least 50% of physical education class time
- 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
- Physical education is taught by licensed physical educators or appropriately trained classroom teachers at the elementary school level **or** by licensed or certified physical educators at the middle and high school levels
- Student/teacher ratio in physical education is comparable with other classes at all grade levels
- All teachers who teach physical education receive annual professional development on effective practices for physical education for a minimum of eight contact hours
- At the high school level, physical education credits are not waived for other physical activities
- 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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BEFORE AND AFTERSCHOOL PROGRAMS*

* Schools with no before and afterschool programs are exempt from the extended day component

Meets at least two of the following:

- Before and afterschool program offerings dedicate at least 20% of their time to physical activity
- A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets USDA nutrition and access standards
- Before and afterschool programs offer a variety of physical activity opportunities that reflect the perspectives, diversity and needs among students, families and the community
- 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 as an element of their programs

silver

To earn a silver level award, schools must meet at least silver level criteria in each of the following categories:

<p>po</p> <p>POLICY/SYSTEMS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets Bronze <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 site council and/or parent group meetings <input type="checkbox"/> School grounds are open to students, their families and the community for access to physical activity <input type="checkbox"/> Students have the opportunity to provide meaningful input into the development and implementation of school health and wellness activities
<p>sm</p> <p>SCHOOL MEALS PROGRAMS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets Bronze <input type="checkbox"/> School meals program reflects the diversity of the student population as evidenced by the following: <ul style="list-style-type: none"> • 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 <p>Meets at least seven of the following:</p> <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 served daily, at breakfast and lunch, are whole grains <input type="checkbox"/> Serves at least one fruit (fresh or canned in fruit juice or light syrup) at breakfast in addition to 100% fruit juice <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 entree choice at lunch with <35% calories from fat, <9% calories from saturated fat, <1% calories from trans fat and <480 mg sodium <input type="checkbox"/> Uses only unsaturated, zero trans fat oils during on site (post-manufactured) food preparation <input type="checkbox"/> Serves only non-fried food products and uses no deep fat frying in food preparation <input type="checkbox"/> Offers non-fried fish at least one time per week <input type="checkbox"/> Serves only lean protein products such as lean red meat, skinless poultry, lean deli meats, fat-free or low-fat cheese, beans, tofu, etc. <input type="checkbox"/> Offers a daily salad with three fruits or vegetables in addition to lettuce/lettuce mix and portion-controlled, 1 oz. low-fat or no-fat dressing <input type="checkbox"/> Serves only desserts that meet the Alliance Competitive Foods Guidelines (see appendix for more information) <p><small>* In recognition of the limited availability to schools of flavored milk with less than 150 calories / 8 oz. and the importance of calcium in children's diet's, flavored milk with up to 180 calories / 8 oz. will be allowed under these guidelines until August 31, 2008 so long as schools attempt to get the lowest calorie flavored milk available to them. This transition period affords time for product reformulation and distribution. Milk includes nutritionally equivalent milk alternatives per USDA.</small></p>
<p>cf</p> <p>COMPETITIVE FOODS AND BEVERAGES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets Bronze <input type="checkbox"/> 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 parties, meet the Alliance School Beverage Guidelines (see appendix for more information) <input type="checkbox"/> 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 appendix for more information)

silver

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HEALTH EDUCATION

- Meets Bronze
- 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 level 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 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 at least five of the following:

- Planned healthy eating and physical activity instruction is aligned to the national/state health education standards
- Planned healthy eating and physical activity instruction is aligned to the Characteristics of Effective Health Education Curricula (see appendix for more information)
- All students are assessed in health education and results are reported on the report card every term that health education is offered
- Health education is taught by trained teachers at the elementary school level **or** teachers certified/licensed in health education at the middle and high school levels
- 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 eight contact hours
- There is a written plan to integrate healthy eating and physical activity messages into other subject areas
- At the middle and high school levels, health education electives that include additional instruction on healthy eating and physical activity are offered
- Health education curriculum, instructional strategies, and examples are responsive to and inclusive of the diversity of the student population

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PHYSICAL ACTIVITY

Meets at least four of the following:

- 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 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 biking to school

sw

SCHOOL EMPLOYEE WELLNESS

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

silver

pe

PHYSICAL
EDUCATION

- Meets Bronze
- Requires all students at the elementary school level to participate in at least 100 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 at least six of the following:

- Physical education is based on a written and sequential curriculum that is aligned to the national/state standards for physical education
- District or school utilizes the CDC's Physical Education Curriculum Analysis Tool (PECAT) to assess their physical education curriculum
- Physical education instructional strategies and other practices support needs of the diversity of the student population
- Students are moderately to vigorously active for at least 50% of physical education class time
- 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
- Physical education is taught by licensed physical educators or appropriately trained classroom teachers at the elementary school level **or** by licensed or certified physical educators at the middle and high school levels
- Student/teacher ratio in physical education is comparable with other classes at all grade levels
- All teachers who teach physical education receive annual professional development on effective practices for physical education for a minimum of eight contact hours
- At the high school level, physical education credits are not waived for other physical activities
- 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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BEFORE AND
AFTERSCHOOL
PROGRAMS*

*Schools with no before and afterschool programs are exempt from the extended day component

Meets at least four of the following:

- Before and afterschool program offerings dedicate at least 20% of their time to physical activity
- A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets USDA nutrition and access standards
- Before and afterschool programs offer a variety of physical activity opportunities that reflect the perspectives, diversity, and needs among students, families, and the community
- 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 as an element of their programs

gold

To earn a gold level award, schools must meet at least gold level criteria in each of the following categories:

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POLICY/SYSTEMS

- Meets Silver
- District or school has established a progress reporting mechanism for implementation and evaluation of the wellness policy
- Parents/guardians have the opportunity to provide meaningful input to the development and implementation of school health and wellness activities
- District or school has dedicated funds to implement the wellness policy

sm

SCHOOL MEALS PROGRAMS

- Meets Silver
- School offers only whole grains daily at breakfast and lunch

Meets *all* of the following:

- Offers only 1%, 1/2% or fat-free milk (flavored or unflavored) *
- Half of all grains served daily, at breakfast and lunch, are whole grains
- Serves at least one fruit (fresh or canned in fruit juice or light syrup) at breakfast in addition to 100% fruit juice
- Offers at least four non-fried, no-added-sugar fruit and/or vegetable options daily (salad can serve as one of the four)
- Offers at least one low-fat entree choice at lunch with <35% calories from fat, <9% calories from saturated fat, <1% calories from trans fat and <480 mg sodium
- Uses only unsaturated, zero trans fat oils during on site (post-manufactured) food preparation
- Serves only non-fried food products and uses no deep fat frying in food preparation
- Offers non-fried fish at least one time per week
- Serves only lean protein products such as lean red meat, skinless poultry, lean deli meats, fat-free or low-fat cheese, beans, tofu, etc.
- Offers a daily salad with three fruits or vegetables in addition to lettuce/lettuce mix and portion-controlled, 1 oz. low-fat or no-fat dressing
- Serves only desserts that meet the Alliance Competitive Foods Guidelines (see appendix for more information)

* In recognition of the limited availability to schools of flavored milk with less than 150 calories / 8 oz. and the importance of calcium in children's diet's, flavored milk with up to 180 calories / 8 oz. will be allowed under these guidelines until August 31, 2008 so long as schools attempt to get the lowest calorie flavored milk available to them. This transition period affords time for product reformulation and distribution. Milk includes nutritionally equivalent milk alternatives per USDA.

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COMPETITIVE FOODS AND BEVERAGES

- 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 parties, meet the Alliance Competitive Foods Guidelines (see appendix for more information)

gold

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HEALTH EDUCATION

- Meets Silver
- 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 level 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 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 at least seven of the following:

- Planned healthy eating and physical activity instruction is aligned to the national/state health education standards
- Planned healthy eating and physical activity instruction is aligned to the Characteristics of Effective Health Education Curricula (see appendix for more information)
- All students are assessed in health education and results are reported on the report card every term that health education is offered
- Health education is taught by trained teachers at the elementary school level **or** teachers certified/licensed in health education at the middle and high school levels
- 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 eight contact hours
- There is a written plan to integrate healthy eating and physical activity messages into other subject areas
- At the middle and high school levels, health education electives that include additional instruction on healthy eating and physical activity are offered
- Health education curriculum, instructional strategies, and examples are responsive to and inclusive of the diversity of the student population

pa

PHYSICAL ACTIVITY

Meets at least five of the following:

- 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 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 biking to school

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SCHOOL EMPLOYEE WELLNESS

- 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
 - Stress Management
 - Health Screenings
 - 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 appendix for more information)
- School employee wellness program is being evaluated annually

gold

pe

PHYSICAL EDUCATION

- 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 **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 and one-half years of physical education **and** allows students of all grades to enroll in additional physical education

Meets at least eight of the following:

- Physical education is based on a written and sequential curriculum that is aligned to the national/state standards for physical education
- District or school utilizes the CDC's Physical Education Curriculum Analysis Tool (PECAT) to assess their physical education curriculum
- Physical education instructional strategies and other practices support needs of the diversity of the student population
- Students are moderately to vigorously active for at least 50% of physical education class time
- 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
- Physical education is taught by licensed physical educators or appropriately trained classroom teachers at the elementary school level **or** by licensed or certified physical educators at the middle and high school levels
- Student/teacher ratio in physical education is comparable with other classes at all grade levels
- All teachers who teach physical education receive annual professional development on effective practices for physical education for a minimum of eight contact hours
- At the high school level, physical education credits are not waived for other physical activities
- 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

ba

BEFORE AND AFTERSCHOOL PROGRAMS*

*Schools with no before and afterschool programs are exempt from the extended day component

Meets all of the following:

- Before and afterschool program offerings dedicate at least 20% of their time to physical activity
- A healthy snack is offered as part of the After School Snack Program reimbursed through the USDA, or an independent meal program that meets USDA nutrition and access standards
- Before and afterschool programs offer a variety of physical activity opportunities that reflect the perspectives, diversity, and needs among students, families, and the community
- 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 as an element of their programs

platinum

Schools must meet all criteria for Gold and at least **four** of the following from any category:
 (Please note there are no platinum criteria for Physical Activity and Before and Afterschool Programs)

<p>po</p> <p>POLICY/SYSTEMS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goals in the school 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 	<ul style="list-style-type: none"> <input type="checkbox"/> The district wellness policy includes a statement that acknowledges the importance of diversity and culturally inclusive practices in school wellness efforts
<p>sm</p> <p>SCHOOL MEALS PROGRAMS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School uses cafeteria as 'nutrition education' learning laboratory on a weekly basis via programs, promotions, nutrition labeling or special demonstrations 	
<p>cf</p> <p>COMPETITIVE FOODS AND BEVERAGES</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Food is never used as a reward or reinforcement for students <input type="checkbox"/> Commercial food and beverage branding is prohibited in non-food environments such as recreational facilities, classrooms and hallways 	<ul style="list-style-type: none"> <input type="checkbox"/> Food and beverage marketing is restricted to those foods and beverages that meet the Alliance School Beverage and Competitive Foods Guidelines (see appendix for more information)
<p>he</p> <p>HEALTH EDUCATION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Skills-based instruction on healthy eating and physical activity is provided to every student as a part of a dedicated, stand-alone health education for an equivalent of at least four terms at the high school level 	<ul style="list-style-type: none"> <input type="checkbox"/> Healthy eating and physical activity knowledge and skills taught in health education are reinforced through instruction in Family and Consumer Sciences courses
<p>sw</p> <p>SCHOOL EMPLOYEE WELLNESS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School employee wellness action plan is being implemented and addresses all of the following: <ul style="list-style-type: none"> • Physical Activity • Healthy Eating • Weight Management • Health Screenings • Stress Management • Tobacco Cessation 	<ul style="list-style-type: none"> <input type="checkbox"/> District wellness policy addresses school employee wellness programs for all school staff
<p>pe</p> <p>PHYSICAL EDUCATION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all of the following: <ul style="list-style-type: none"> Physical education is based on a written and sequential curriculum that is aligned to the national/state standards for physical education District or school utilizes the CDC's Physical Education Curriculum Analysis Tool (PECAT) to assess their physical education curriculum Physical education instructional strategies and other practices support needs of the diversity of the student population Students are moderately to vigorously active for at least 50% of physical education class time 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 	

appendix

The following pages provide detailed information about guidelines and recommendations referred to in the criteria. For additional questions about the criteria, call 1-888-KID-HLTH or email info@HealthierGeneration.org.

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 Cadbury Schweppes 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. In recognition of the currently limited availability of flavored milk with less than 150 calories / 8 oz and the importance of milk's natural nutrients in children's diet's, flavored milk with up to 180 calories / 8 oz will be allowed under these guidelines until August 31, 2008 so long as schools attempt to buy the lowest calorie flavored milk available to them. Because of unique CA state milk regulations, the calorie limit for fat-free and low fat flavored milk in CA schools is 180 calories / 8 oz with a transition period until August 31, 2008 that allows 210 calories / 8 oz.

GUIDELINES FOR COMPETITIVE FOODS SOLD IN SCHOOLS TO STUDENTS

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 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 \leq 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. \leq 35% of total calories from fat
 - i. Nuts, nut butters, and seeds are exempt from above limitation and are permitted
 - ii. Products described in Addendum 1 are exempt and are permitted until August 31, 2008
 - b. \leq 10% of calories from saturated fat –OR– \leq 1g saturated fat
 - c. 0 g trans fat
 - d. \leq 35% sugar by weight
 - e. \leq 230 mg sodium
 - i. Lowfat and fat-free dairy products can have \leq 480mg sodium
 - ii. Vegetables with sauce, and soups can have \leq 480mg sodium if they contain one or more of the following: \geq 2g fiber; or \geq 5g protein; or \geq 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or 1/2 serving (1/4 cup) of fruit or vegetables.

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GUIDELINES FOR COMPETITIVE FOODS SOLD IN SCHOOLS TO STUDENTS *CONTINUED*

- iii. Soups described in Addendum 2 are exempt and are permitted until August 31, 2008.
- 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 4e 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 serving size actually offered to students.

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 – Total and Saturated Fats

The American Heart Association Dietary and Lifestyle Recommendations released June 2006 emphasized saturated fat—setting lower goals for the amount of saturated fat in the diet. Given that the Recommendations encourage people to consume $\leq 7\%$ of calories from saturated fat while meeting total fat recommendations of $\leq 35\%$ and with the intent of encouraging food manufacturers to develop products to meet this goal, products with $\leq 7\%$ of calories from saturated fat will be allowed to have $\leq 40\%$ of calories from total fat until August 31, 2008. This transition period will provide manufacturers time to reformulate these products such that they provide $\leq 35\%$ of calories from total fat by August 31, 2008.

Addendum 2—Sodium

A variety of commercially available soup products available in bulk through food service channels to schools can meet all the requirements specified in the Guidelines except for an upper limit of 480 mg for sodium. In recognition of this market availability, soups that meet the sodium requirement specified in this Addendum will be considered to meet the Guidelines until August 31, 2008. This transition period will provide manufacturers time for product reformulation, as well as the ability to meet manufacturing and food service distribution requirements.

Soups with ≤ 750 mg sodium are permitted 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.

ALLIANCE BEST PRACTICE ACTION STEPS IN COMPETITIVE FOODS AT THE BRONZE LEVEL

Assessment

- Completed an inventory of all competitive foods currently offered in vending machines, on a la carte lines, as fundraisers, in school stores and snack carts and identified which meet the Alliance Competitive Foods Guidelines.
- Created a list of competitive foods available from vendor(s) that meet the Alliance Competitive Foods Guidelines.

Policy and procedures

- Developed a written policy announcing that all competitive foods will be compliant with the Alliance Competitive Foods Guidelines within 12 months. Send this policy to parents and guardians.
- Ensured that 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 Alliance Competitive Foods Guidelines.

Initial implementation of changes

- Lowered the price of compliant competitive foods and raise the price of non-compliant foods in all areas where competitive foods are sold.
- Substituted at least two candy or bake sale fundraisers with healthier alternatives.
- Conducted and evaluated one or more initiatives to engage students in leading change toward healthier competitive foods at the school.
- Conducted a marketing campaign to promote nutritious snack choices in all areas where competitive foods are sold based on input from students, school staff, administration and food service staff.

appendix

CHARACTERISTICS OF EFFECTIVE HEALTH EDUCATION CURRICULA

For a Health Education Curriculum to be aligned with the Characteristics of Effective Health Education Curricula, it must meet all of the following:

Focuses on specific behavioral outcomes. Curricula have a clear set of behavioral outcomes. Instructional strategies and learning experiences focus on these outcomes.

Is research-based and theory-driven. Instructional strategies and learning experiences build on theoretical approaches, such as social cognitive theory, and social inoculation theory, that have effectively influenced health-related behaviors among youth. The most promising curricula go beyond the cognitive level and address the health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.

Addresses individual values and group norms that support health-enhancing behaviors. Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers (e.g., how many of their peers use illegal drugs), correct misperceptions of peer and social norms, and reinforce health-enhancing attitudes and beliefs.

Focuses on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors as well as reinforcing protective factors. Curricula provide opportunities for students to assess their actual vulnerability to health risk behaviors, health problems, and exposure to unhealthy situations. Curricula also provide opportunities for students to affirm health-promoting beliefs, intentions, and behaviors.

Addresses social pressures and influences. Curricula provide opportunities for students to deal with relevant personal and social pressures that influence risky behaviors, such as the influence of the media, peer pressure, and social barriers.

Builds personal competence, social competence, and self efficacy by addressing skills. Curricula build essential skills including communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management, that enable students to build personal confidence and ability to deal with social pressures and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:

- Discussing the importance of the skill, its relevance, and relationship to other learned skills
- Presenting steps for developing the skill
- Modeling the skill
- Practicing and rehearsing the skill using real-life scenarios
- Providing feedback and reinforcement

Provides functional health knowledge that is basic and accurate, and directly contributes to health-promoting decisions and behaviors. Curricula provide accurate, reliable, and credible information for usable purposes—so that students can assess risk, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally relevant decisions, and build personal and social competence. A curriculum that disseminates information for the sole purpose of improving knowledge is inadequate and incomplete.

Uses strategies designed to personalize information and engage students. Instructional strategies and learning experiences are student-centered, interactive, and experiential. The strategies include group discussions, cooperative learning, problem solving, role playing, and peer-led activities. Learning experiences correspond with students' cognitive and emotional

development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for :

- Addressing key health-related concepts.
- Encouraging creative expression.
- Sharing personal thoughts, feelings, and opinions.
- Developing critical thinking skills.

Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials. Curricula address students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning should be relevant and applicable to students' daily lives. Concepts and skills are covered in a logical sequence.

Incorporates learning strategies, teaching methods, and materials that are culturally inclusive. Curricular materials are free of culturally biased information, but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles. Strategies promote values, attitudes, and behaviors that support the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.

Provides adequate time for instruction and learning. Curricula use adequate time to promote understanding of key health concepts and practice skills. Affecting change requires an intensive and sustained effort. Short-term or "one shot" curricula (e.g., a few hours at one grade level) are generally insufficient to support the adoption and maintenance of healthy behaviors.

Provides opportunities to reinforce skills and positive health behaviors. Curricula build on previously learned concepts and skills and provide opportunities to reinforce health-promoting skills across health topic areas and grade levels, such as more than one practice application of a skill and "skill booster" sessions at subsequent grade levels or in other academic subject areas. Curricula that address age-appropriate determinants of behavior across grade levels and reinforce and build on learning are more likely to achieve longer-lasting results.

Provides opportunities to make positive connections with influential others. Curricula link students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning.

Includes teacher information and plans for professional development and training that enhances effectiveness of instruction and student learning. Curricula are implemented by teachers who have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected instructional strategies. Ongoing professional development and training is critical for helping teachers implement a new curriculum or implement strategies that require new skills in teaching or assessment.

healthy schools program expert panel

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