

# Healthy Schools Program

Last Updated: 5/22/14



Action Items Found: 10

Wellness Goals	Recommended Action Steps	Assigned to:	By When?	Evidence for Success	Status
#102 School has an active wellness council/committee that meets at least every other month during the school year	<p>Talk to building administrators to determine support for the establishment or continuation of the school wellness council. Ask for an administrative representative on the council to serve as the liaison with other administrators.</p> <p>Identify school staff, community members, family members and students who have shown an interest in health issues related to healthy eating and physical activity and recruit members or identify key representatives that can fill critical roles on the council. The Healthy Schools Program School Wellness Council Toolkit includes invitations, sample agendas and talking points that are valuable for recruitment.</p> <p>Identify regular meeting times for the school wellness council.</p> <p>Decide on a decision-making process.</p> <p>Agree on roles and responsibilities of council members.</p>	Wendy Froggatte		<p>Be able to provide at least three School Wellness Council meeting dates in the past year</p> <p>Complete a roster for the members of your wellness council/committee. Include each 1) name, 2) position in the school or community and 3) contributions to the committee and wellness efforts.</p>	COMPLETE (updated 5/12/2014)
#105 The status of wellness policy implementation at the school level is communicated annually to school staff, students and families	<p>Include communication strategies in the action plan to inform school staff, students and families on the status of school wellness policy implementation.</p> <p>Use school newsletters or website, student handbooks, district websites, letters home, posters, school meal menus and other means of communication to inform school staff, students and families on the status of school wellness policy implementation.</p>	Wendy Froggatte Wendy Froggatte	8/31/2014	Describe two ways that the school has communicated the status of wellness policy implementation to school staff, students and families this year.	ASSIGNED COMPLETE (updated 5/12/2014)
#209 Half of all grains at breakfast and half of all grains at lunch must be whole grain-rich	<p>Identify all the grain products (bread, buns, biscuits, rolls, wraps, tortillas, cereal, rice, pasta, etc.) on breakfast and lunch menus; label the whole grains as WG</p> <p>Identify refined grain products that could be switched to whole grains, such as rice, pasta, cereal, bread</p> <p>Consult the Healthy Schools Product Navigator® and your food distributor for available whole-grain products</p> <p>Check your recipes for school-made grain products; try substituting half of the white flour with whole-grain flours</p> <p>Provide students the opportunity to taste test your new whole-grain products and recipes. Work toward making at least half your grain products whole grains</p>	Wendy Froggatte Wendy Froggatte	8/31/2014	<p>On the two months of menus submitted, label the whole-grain products at breakfast and lunch as WG.</p> <p><b>For packaged grain products:</b></p> <p>Provide an ingredient statement for each packaged whole-grain product. Whole grain must be the first ingredient listed or the first grain ingredient listed.</p> <p><b>For school-made grain products:</b></p> <p>Provide the recipe for each product. If a single grain/flour ingredient is used, it must be whole grain. If more than one grain/flour ingredient is used, the amount of the combined whole-grain/flour ingredients must be at least 51% of the total grain/flour ingredients in the recipe.</p>	ASSIGNED COMPLETE (updated 5/22/2014)
#213 School offers no desserts or only desserts that meet the Alliance Competitive Foods Guidelines	<p>Offer fruit as dessert at lunch all or most days</p> <p>Identify other dessert and snack items (e.g. cookies, pudding, juice bars) included in your reimbursable lunch menu</p> <p>Locate packaged products in the Healthy Schools Product Navigator®; if not listed evaluate them using the Product Calculator</p> <p>Evaluate school-made desserts using the Product Calculator</p> <p>Remove desserts that do not meet the Guidelines and substitute healthier products</p> <p>Try the recipes in the Alliance-Compliant School-Made Desserts resource</p>	Wendy Froggatte Wendy Froggatte	8/31/2014	<p><b>For pre-packaged desserts:</b></p> <p>Locate the dessert on the <a href="#">Product Navigator</a> page. Provide a printout of the product listing OR enter the nutrition facts values into the <a href="#">Product Calculator</a>. Provide a printout of the calculator results.</p> <p><b>For school made desserts:</b></p> <p>Provide the product recipe. Enter the nutrition values for one serving of the recipe into the <a href="#">Product Calculator</a>. Provide a printout of the calculator results.</p>	ASSIGNED COMPLETE (updated 5/22/2014)

<p><b>#216</b> All grains offered daily, at breakfast and lunch, are whole grain-rich</p>	<p>Identify all grain products on both breakfast and lunch menus, including bread, rolls, buns, muffins, tortillas, breakfast bars, biscuits, wraps, cereal, rice, pasta, etc.</p> <p>Gather ingredient statements for manufactured grain products; verify that the primary ingredient on each product is a whole grain</p> <p>Gather recipes for school-made grain products; verify that at least 51% of the total amount of grain/flour ingredients are whole grain</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Provide ingredient statements for all grain and flour products on the menu. <b>For packaged grain products:</b></p> <p>Provide an ingredient statement for each packaged whole-grain product. Whole grain must be the first ingredient listed or the first grain ingredient listed.</p> <p><b>For school-made grain products:</b></p> <p>Provide the product recipe for each product. If a single grain/flour ingredient is used, it must be whole grain. If more than one grain/flour ingredient is used, the amount of the combined whole-grain/flour ingredients must be at least 51% of the total grain/flour ingredients in the recipe.</p>	<p><b>ASSIGNED COMPLETE</b> <i>(updated 5/22/2014)</i></p>
<p><b>#218</b> School offers only non-fried products and uses no deep fat frying in food preparation. Par-fried meat/meat alternate products that meet the Alliance criterion for lean proteins and side items (i.e. potato products) that meet the Alliance Competitive Foods Guidelines are permitted.</p>	<p>Avoid all deep fat frying in onsite food preparation</p> <p>Gather nutrition facts labels for all foods that may have been par-fried by the manufacturer, such as breaded fish and chicken products and potato products such as oven fries, tater tots, hash browns and home fries</p> <p>Review breaded fish and chicken product labels to ensure that they meet the Alliance Guidelines for lean protein: 10 g or less total fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g. Check the Healthy Schools Product Navigator® for products that meet the Alliance lean protein criterion</p> <p>Use the Product Calculator (select the Fried Vegetables option) to evaluate potato products other than baked or mashed potatoes and any breaded vegetables to ensure that they meet the Alliance Competitive Foods Guidelines</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Verify that school uses no deep fat frying in food preparation. <b>For breaded entrees such as chicken and fish:</b></p> <p>Provide nutrition facts label to verify each product meets the criteria for lean protein: 10 g or less total fat, 4.5 g or less saturated fat, and less than 95 mg cholesterol per serving and per 100 g.</p> <p><b>For potato products such as French fries, oven fries, potato wedges, hash browns, home fries and tater tots:</b></p> <p>Provide nutrition facts label for each product. Enter the nutrient values into the Product Calculator. Use the Fried Vegetables option. Provide the calculator printout to verify each product meets Alliance Competitive Foods Guidelines.</p>	<p><b>ASSIGNED COMPLETE</b> <i>(updated 5/22/2014)</i></p>
<p><b>#229</b> Cafeteria environment minimizes distractions from choosing and eating healthy foods through measures such as adequate lighting, noise reduction and seating arrangements</p>	<p>Survey your students, parents and staff on their perception of the cafeteria environment and which parts (sound, lighting, seating, etc.) need upgrading</p> <p>Install acoustic panels or other sound absorption materials</p> <p>Replace long cafeteria tables with smaller tables or round tables to encourage socialization and normal conversation</p> <p>Update lighting to reduce glare and create a more inviting atmosphere</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Describe at least one feature of your cafeteria environment that minimizes distractions from choosing and eating healthy foods. Provide digital photos if applicable. <i>Examples: sound reduction panels, lighting upgrades</i></p>	<p><b>ASSIGNED COMPLETE</b> <i>(updated 5/22/2014)</i></p>

<p><b>#302</b> All competitive foods for sale to students outside of the school meals program during the regular and extended school day meet the Alliance Competitive Foods Guidelines. This includes a la carte, vending, snack and other food carts, school store and fundraising.</p>	<p>Identify all the places in a school where competitive foods are sold to students and determine the corresponding department, administrator, other staff members or student/parent group who is responsible for each venue. (Use the appropriate Alliance Competitive Foods Inventory in <a href="#">Appendix F</a> to determine beverages sold.)</p> <p>Build consensus: Bring together the adults and students responsible for each venue and develop plans for strategically changing the competitive foods in the school. Examples include making the change over the summer all at once or making the change gradually over the course of the year by adding healthier products at a less expensive price and increasing the price of the less healthy products.</p> <p>Consider adopting the Alliance Competitive Foods Guidelines (<a href="#">Appendix E</a>) as policy or best practice.</p> <p>Use online tools to locate and select compliant products. View products that meet the Guidelines on the Healthy Schools Product Navigator® or use the Product Calculator to determine the compliancy of products. Consider involving students in this process as they have been known to enjoy using the online tools while improving their nutrition literacy.</p> <p>Work directly with vendors. Companies are more likely to respond to the demands from their customers than from a third-party organization like the Alliance. Companies do not want to lose customers, especially in this economy, and they will often offer and create services and products that meet their customers' needs. Sometimes vendors may need to be educated and informed. Some suggested steps to take:</p> <ul style="list-style-type: none"> <li>● Talk to neighboring schools and districts to learn how they work with vendors. Offer to join efforts in working with vendors to demonstrate a higher demand for healthier products that meet the Alliance Guidelines.</li> <li>● Hold a meeting with vendor(s) to discuss changing the assortment of foods offered to meet the Alliance Guidelines.</li> <li>● Provide a copy of the Guidelines and show vendors the Healthy Schools Product Navigator® and Product Calculator.</li> <li>● Ask the vendor to present a list of products that meet the Guidelines.</li> <li>● Request product samples to use in taste tests with students.</li> </ul> <p>Share plans broadly and encourage input. Include student and faculty representatives as they can provide important feedback and speed adoption and implementation. Students can be great catalysts for change. Explore student mobilization opportunities with the Alliance empowerME@school tools. Students can also conduct a social marketing campaign to promote the benefits of healthy eating. Conduct taste tests of compliant competitive foods and/or offer promotional and pricing options that favor healthier choices. Replace unhealthy food fundraisers with non-food options or sell food that meets the Alliance Competitive Foods Guidelines. Promote successes, such as the lowering of calories consumed and positive testimonials from students who welcome the healthier choices. Use the Frequently Asked Questions about the Alliance Guidelines (Appendix D) to learn more about both the School Beverage and Competitive Foods Guidelines as they relate to implementation.</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Complete the <i>Alliance Competitive Foods Inventory</i>. Be sure to include the description (brand, product name, flavor/type and size) of all competitive foods sold including Product Navigator identification of products, printouts from the Product Calculator or product labels.</p>	<p><b>ASSIGNED COMPLETE</b> (updated 5/12/2014)</p>
<p><b>#507</b> District has a comprehensive employee wellness program</p>	<p>Determine whether or not your school district has created a wellness policy</p> <p>Create an Employee Wellness Program Scorecard with a breakdown of evaluation measures, such as:</p> <ul style="list-style-type: none"> <li>● High-risk to low-risk (employee risk factor status)</li> <li>● Healthcare costs</li> <li>● Assessment checklist Policy and environmental changes to encourage wellness</li> <li>● Participation rates</li> <li>● Participant satisfaction</li> </ul> <p>Meet with your school district and/or school board to provide employee wellness programming evaluation results and share your school's score card Evaluate whether or not your school district policy addresses employee wellness for all staff Review both the school board policy and accompanying administrative regulations or procedures to determine if the local policy addresses all of the elements.</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Provide documentation from the district describing the comprehensive employee wellness program available for all school staff.</p>	<p><b>ASSIGNED COMPLETE</b> (updated 5/12/2014)</p>

<p><b>#608</b> Requires all students at the elementary school level to participate in a minimum of 150 minutes of physical education per week (or 300 minutes of physical education per 2 weeks)</p>	<p>Before asking for more time for physical education, it is imperative to determine the quantity and quality of the program</p> <p>Evaluate your current physical education program to determine if students are provided opportunity to learn (time), meaningful content and appropriate instruction</p> <p>Determine the number of weekly minutes allocated to physical education in your current school schedule. It is important that your School Wellness Council (SWC) know how many minutes are in the plan and how many minutes are actually delivered to determine any discrepancies. Once a baseline is established, the SWC can set goals for the number of physical education minutes that will be offered each week. It is critical that administrators be involved in this decision, and it is a good idea to also invite other relevant staff (like counselors, physical education teachers and teacher leaders).</p> <p>Develop a plan to educate and inform the Board of Education, Parent Teacher Association (PTA) and administrators on the importance of physical education</p> <p>Encourage key decision makers, including the Board of Education, to establish policies that require quality, daily physical education for all students K-12 or, at a minimum, require quality physical education for a minimum of 150 minutes per week for students K-5 and 225 minutes per week for grades 6-12</p>	<p>Kay Bolt Wendy Froggatte</p>	<p>8/31/2014</p>	<p>Determine how many minutes of PE per week (or per 2 weeks) each grade level receives.</p>	<p><b>ASSIGNED COMPLETE</b> <i>(updated 5/12/2014)</i></p>
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Find Resources online at: [https://schools.healthiergeneration.org/resources\\_tools/search\\_resources/](https://schools.healthiergeneration.org/resources_tools/search_resources/)  
Questions? [Email: help@healthiergeneration.org](mailto:help@healthiergeneration.org)

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