

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
#111 School tracks students' body mass index and reports the results to the district in aggregate on an annual basis	<p>Talk with school administrators and other school staff to determine if your school district/school will collect BMI student data.</p> <p>Ensure there are policies and safeguards in place to protect student privacy and prevent harm.</p> <p>Review aggregate data and report it to the district.</p> <p>Regularly evaluate the program and its intended outcomes regarding youth obesity prevention efforts and possible unintended consequences.</p>	Wendy Froggatte Wendy Froggatte	12/31/2014	Describe your school's process for tracking and reporting students' body mass index on an annual basis.	ASSIGNED COMPLETE <i>(updated 5/15/2014)</i>
#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	8/1/2014	<p>On the two months of menus submitted, label the whole-grain products at breakfast and lunch as WG.</p> <p>For packaged grain products:</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>For school-made grain products:</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 <i>(updated 5/15/2014)</i>
#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	8/1/2014	<p>For pre-packaged desserts: Locate the dessert on the Product Navigator page. Provide a printout of the product listing OR enter the nutrition facts values into the Product Calculator. Provide a printout of the calculator results.</p> <p>For school made desserts: Provide the product recipe. Enter the nutrition values for one serving of the recipe into the Product Calculator. Provide a printout of the calculator results.</p>	ASSIGNED COMPLETE <i>(updated 5/15/2014)</i>
#216 All grains offered daily, at breakfast and lunch, are whole grain-rich	<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>	Wendy Froggatte Wendy Froggatte	8/1/2014	<p>Provide ingredient statements for all grain and flour products on the menu.</p> <p>For packaged grain products:</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>For school-made grain products:</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>	ASSIGNED COMPLETE <i>(updated 5/22/2014)</i>

<p>#302 All competitive foods for sale to students outside of the school meals program during the regular and extended school day meet the Alliance Competitive Foods Guidelines. This includes a la carte, vending, snack and other food carts, school store and fundraising.</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 Appendix F 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 (Appendix E) 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"> • 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. • Hold a meeting with vendor(s) to discuss changing the assortment of foods offered to meet the Alliance Guidelines. • Provide a copy of the Guidelines and show vendors the Healthy Schools Product Navigator® and Product Calculator. • Ask the vendor to present a list of products that meet the Guidelines. • Request product samples to use in taste tests with students. <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>8/1/2014</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>ASSIGNED COMPLETE (updated 5/15/2014)</p>
<p>#306 Sports drinks (and "other beverages" between 11-66 calories per 8 ounces) are not available in the school setting except when provided by the school for student athletes participating in sport programs involving vigorous activity of more than one hour</p>	<p>Consider adopting a "no sports drinks" clause for the wellness policy or use the policy to limit sports drinks to athletes after a vigorous workout of one hour or more. Even without a specific policy, schools can change the practice of selling sports drinks as well as other sugar-sweetened beverages with 11 calories or more per 8 ounces.</p> <p>Identify all the places in a school where these beverages 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 Alliance School Beverage Inventory for High Schools at Gold in Appendix B to determine beverages sold.)</p> <p>Build consensus: Bring together the adults and students responsible for each venue and develop plans for strategically replacing these beverages in the school. With milk, water, juice and no or low calorie beverages (0-10 calories for 8 ounces), there is ample choice for substitution. View options on the Healthy Schools Product Navigator®.</p> <p>Have a conversation with your vendor to discuss your interest in finding replacement products. (It behooves the vendor to work with you and to keep your business. As part of the Healthy, Hunger- Free Kids Act, the USDA is developing national competitive foods and beverage standards. In 2013, vendors will need to sell healthier food and drink choices in order to continue to serve schools. Vendors that are already shifting their offerings to healthier options will be more ready to meet the national requirements.) Ask the vendor for sample products to use with student taste tests.</p> <p>Students can be great catalysts for change. Use taste tests to engage them in selecting replacement products. Explore student mobilization opportunities with the Alliance empowerME@school tools. Students can also conduct a social marketing campaign to promote the benefits of healthier beverages.</p> <p>Offer promotional and pricing options that favor more nutrient-dense and/or lower calorie beverage choices, such as frequent buyer discounts and water consumption contests.</p> <p>Replace fundraisers that use sports drinks and other sugar sweetened beverages with non- beverage options or sell beverages that otherwise meet the Alliance School Beverage Guidelines.</p> <p>Promote successes, such as the lowering of calories and increase in water consumption.</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/1/2014</p>	<p>Provide a copy of the beverage and/or sports drinks policy, a policy statement or relevant letters to school staff, parents/families or students that describe limiting this class of beverages for all students except for athletes participating in sport programs involving vigorous activity of more than one hour. OR Clearly explain where and when sports drinks (and "other beverages") are allowed for students on the school campus. Include types of beverages, hours available and the venues where they can be found.</p>	<p>ASSIGNED COMPLETE (updated 5/22/2014)</p>

<p>#307 School policies and practices restrict branding and marketing to those competitive foods and beverages that meet the Alliance Guidelines</p>	<p>Write a policy statement or add appropriate language to the district or school wellness policy regarding marketing and branding. Consider using criterion 307 as a policy statement.</p> <p>Survey the school for the types and locations of commercial branding—look for logos, company or product names or slogans and mascots or recognizable characters on posters, vending machine fronts, book covers, etc. Even explore the websites that students use.</p> <p>Meet with the school wellness council to address the concepts that schools should limit branding and restrict marketing to only those foods that meet the Alliance School Beverage Guidelines.</p> <p>Adopt a policy that requires commercial materials to undergo review procedures and meet the same standards as other materials placed in the educational setting. For example, curricular materials are reviewed in advanced and need to meet certain criteria. Materials with commercial intent should go through a similar process before being placed in the school environment.</p> <p>In order to move away from the practice of receiving funds for commercial exposure to branding and marketing practices, (e.g., branded score boards), identify and pursue noncommercial partnerships with businesses to finance education and/or implement healthy practices in fundraising. For example, some schools partner with their health insurance provider to offer incentive funds for preventative care. Such funds can sometimes be used to support a school's discretionary spending.</p> <p>Educate children about the influences of advertising through media literacy, helping students to critically analyze messaging.</p> <p>Educate parents to reinforce children's evaluation of commercial content in all media to which they are exposed.</p> <p>Evaluate policies and business partnerships to enforce the fulfillment of educational versus commercial needs.</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/1/2014</p>	<p>Provide a copy of the policy, a policy statement or relevant letters to vendors, school staff, parents/families or students that restrict branding and marketing practices to only those products that meet the Guidelines. OR Describe how competitive foods and beverage branding and marketing are restricted. Write a minimum of four sentences.</p>	<p>ASSIGNED COMPLETE <i>(updated 5/22/2014)</i></p>
<p>#504 School staff have opportunities to participate in physical activities AND healthy eating programs</p>	<p>Implement opportunities for staff to participate in physical activities AND healthy eating programs Sample Employee Wellness Activities:</p> <ul style="list-style-type: none"> Distribute pedometers to promote walking (10,000 steps a day) Organize walking clubs Schedule health-related sessions as part of staff development Provide healthy snacks and beverages at staff meetings Create a healthy recipe swap Designate an indoor fitness trail on school grounds Offer assistance with smoking cessation or weight management Distribute water bottles, fitness club passes, paid registration for a local 5k, etc. Bring activities to your school for staff - provide Zumba on-school grounds by a registered instructor from the YMCA, invite a chef to provide healthy cooking tips, invite Weight Watchers at Work® to your school, etc. Establish a yearly cycle of activities based on a monthly theme or seasons of the year Offer chair massages at an in-service or faculty meeting Provide Pilates/Yoga classes for staff Offer a "10 Pound-10 Week" challenge to encourage the adoption of healthy behaviors such as increased physical activity or improved nutritional habits, resulting in healthy sustained weight loss 	<p>Wendy Froggatte Wendy Froggatte</p>	<p>8/1/2014</p>	<p>Describe how physical activity AND healthy eating programs are being implemented.</p>	<p>ASSIGNED COMPLETE <i>(updated 5/15/2014)</i></p>

<p>#506 School or district annually evaluates the employee wellness program</p>	<p>Collect information through staff surveys done (paper or electronic versions)</p> <p>Create charts and graphs to show before-and-after participation as well as behavior change of participants</p> <p>Participation data can be collected and managed and tallied by math or computer class students</p> <p>Success stories and case studies provide process and outcome evaluation data and can be used to motivate others to participate</p> <p>Use questions to evaluate the program's process:</p> <ul style="list-style-type: none"> ● Does the program offer health education tailored to employees' needs and interests that focuses on skill development and lifestyle behavior change? ● Are the social and physical environments supportive, including the district's expectations about healthy behaviors and implementation of policies that promote health and reduce the risk of disease? ● Are screening programs offered? If so, are they linked to risk-reduction activities or medical care to ensure follow-up and appropriate treatment as necessary? ● Are education and resources offered to help employees become knowledgeable of healthy foods, physical activity opportunities, health screenings, etc.? <p>Determine your program's impact or outcome of the program by answering the following questions:</p> <p>What percent of the school population participates in employee wellness activities?</p> <p>Have participants increased their physical activity?</p> <p>Have participants increased their consumption of fruits and vegetables and/or decreased the consumption of less healthy foods?</p> <p>How much has tobacco use decreased?</p> <p>Have health risks such as high cholesterol, high blood pressure and excess weight decreased?</p> <p>Has employee absenteeism due to illness or injury (separate from absenteeism due to jury duty or family emergencies) decreased?</p> <p>Has there been a cost benefit or positive economic effect (e.g., reduced health care costs, reduced spending for substitute teachers, fewer workers' compensation claims)?</p>	<p>Wendy Froggatte Wendy Froggatte</p>	<p>5/1/2015</p>	<p>Describe how the employee wellness program is being evaluated. Attach evaluation results as supporting documentation as applicable.</p>	<p>ASSIGNED COMPLETE (updated 5/15/2014)</p>
<p>#507 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"> ● High-risk to low-risk (employee risk factor status) ● Healthcare costs ● Assessment checklist Policy and environmental changes to encourage wellness ● Participation rates ● Participant satisfaction <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>8/1/2014</p>	<p>Provide documentation from the district describing the comprehensive employee wellness program available for all school staff.</p>	<p>ASSIGNED COMPLETE (updated 5/15/2014)</p>

Find Resources online at: https://schools.healthiergeneration.org/resources_tools/search_resources/
Questions? [Email: help@healthiergeneration.org](mailto:help@healthiergeneration.org)



Generous support provided by:



Need help with your Action Plan



[Read our step-by-step instructions](#) or watch our how-to video below for a quick walkthrough.