

# Healthy Schools Program

Last Updated: 5/22/14

ALLIANCE FOR A  
**HEALTHIER  
GENERATION**  
**Action Plan**



Action Items Found: 10

| Wellness Goals  | Recommended Action Steps  | Assigned to:                       | By When? | Evidence for Success  | Status                                   |
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| #209<br>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<br>Wendy Froggatte |          | <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<br>(updated 5/12/2014) |
| #213<br>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<br>Wendy Froggatte |          | <p><b>For pre-packaged desserts:</b><br/>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><br/>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<br>(updated 5/12/2014) |
| #218<br>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>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> | Wendy Froggatte<br>Wendy Froggatte | 8/1/2014 | <p>Verify that school uses no deep fat frying in food preparation.</p> <p><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> | ASSIGNED COMPLETE<br>(updated 5/15/2014) |
| #224<br>School makes use of appealing presentation of foods   | <p>Move fruit into eye-catching containers that are attractive and easily accessible</p> <p>Display whole grain breads in baskets lined with colorful fabric</p> <p>Add eye-pleasing garnishes to foods such as lemon slices, a sliced strawberry or a sprig of fresh herbs. The National Foodservice Management Institute has great print and video materials on garnishes.</p> <p>Plan menus with an eye to color, the more the better—give your inner artist free reign!</p> <p>Offer more than one choice of healthy foods such as fruits, vegetables and whole grain foods</p>   | Wendy Froggatte<br>Wendy Froggatte |          | <p>Describe at least two presentation techniques your school uses to increase eye appeal of healthy foods. Provide digital photos of creative presentation of foods where possible. <i>Example: Garnishes, creative displays of healthy options and color combinations.</i></p>   | ASSIGNED COMPLETE<br>(updated 5/12/2014) |

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| <p><b>#302</b><br/>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.</p> <p>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<br/>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><b>ASSIGNED COMPLETE</b><br/>(updated 5/15/2014)</p> |
| <p><b>#304</b><br/>School policies and practices support that food is never used as a reward or reinforcement for students</p>  | <p>Write a policy statement or add appropriate language to the district or school wellness policy that prohibits the use of food as a reward or behavioral reinforcement. Consider using criterion 304 as a policy statement.</p> <p>Survey staff to determine alternative practices already employed to reward students outside of the use of food (consider surveying staff to determine the current frequency of using food as a reward and/or reinforcement).</p> <p>Work with the school wellness council and administrators to determine alternative practices for reward and reinforcement and send a letter to staff that explains the school's new practices with a list of approved options.</p> <p>Promote the new "reward and reinforcement program" via the school's website, in newsletters and on bulletin boards.</p> <p>Share success stories at staff meetings.</p> <p>Post recognition signs (e.g., student of the week award) in visible places in the school.</p>  | <p>Wendy Froggatte</p>                     |                 | <p>Provide a copy of the policy, a policy statement or relevant letters to school staff, parents/families or students that articulate that food is never used as a reward or reinforcement.<br/>OR<br/>Describe how policies and practices, including consistent school-wide messaging, enforce that food is never used as a reward or reinforcement throughout the school, including every classroom. Write a minimum of four sentences.</p> | <p><b>COMPLETE</b><br/>(updated 10/8/2012)</p>          |

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| <p><b>#402b</b><br/>At the middle school level, comprehensive health education is required in at least 1 grade.</p> | <p><b>Comprehensive Health Education is Required for All Students in Your School</b></p> <p>Determine the policy or requirement for health education instruction in your school/school district.</p> <p>Find the information at the district level at the superintendent's office or with the curriculum coordinator or, at the school level, review the master schedule for health education</p> <p>Determine if health education is taught as a separate subject or planned units of study are incorporated with other subjects*</p> <p>Determine the amount of health education that is being taught</p> <p>If health education is not on the master schedule, interview the building principal, school counselor, and/or teachers or conduct the Health Education Instruction Survey to determine if comprehensive health education, that includes healthy eating and the benefits of physical activity, is being taught in the required grades for at least nine weeks. (one grade – bronze; two grades – silver; all grades – gold)</p> <p>*Planned units of study are incorporated with other subjects:</p> <p>the health education units of study are equivalent in time to a nine week course,</p> <p>all students are required to receive the instruction,</p> <p>the units of study are comprised of a sequence of contiguous health lessons, and</p> <p>the units of study include skill-based instruction in healthy eating and benefits of physical activity.</p> <p><b>Health Education is Not Required for All Students in Your School</b><br/><b>Advocating for Comprehensive Health Education</b></p> <p>Determine if there are any instructional requirements for health education in your current school or district policy.</p> <p>The School Wellness Council (SWC) knows the required minimum number of minutes of health education instructional time required at every grade span.</p> <p>The SWC sets goals for the number of minutes health education will be required. It is critical that administrators be involved in this decision as well as other relevant staff (school counselor, school nurse) and students to generate a strong base of support.</p> <p>Gather administrator and teacher support for quality health education for all students.</p> <p>Develop a campaign to educate the Board of Education (BOE), Parent Teacher Association (PTA) and other influential groups on the importance of health education to student health and well-being and academic achievement. The document, FACTS, Learning for Life, Health Education in Schools, published by the American Cancer Society, American Diabetes Association and the American Heart Association, is a useful advocacy resource. (<a href="#">See Appendix A</a>)</p> <p>Encourage key decision makers to establish a policy that requires comprehensive health education for all students, provides for trained teachers and specifies adequate instructional time.</p> <p><b>Planning for Comprehensive Health Education</b></p> <p>Conduct the Health Education Instruction Survey to determine what health topics and units of study are currently being taught and the amount of instructional time dedicated to health education on an informal basis. (<a href="#">See Appendix A</a> and access on Alliance website)</p> <p>Review the data from the survey and prepare a summary report.</p> <p>Share the report with administrators, other decision-makers and teachers.</p> <p><b>Developing Comprehensive Health Education</b></p> <p>Establish a school health education curriculum committee or advocate to establish a district-wide health education curriculum committee that is assigned the following tasks:</p> <ul style="list-style-type: none"> <li>● Developing a health education scope and sequence that conveys the progression of health concepts and skills across grades within a topic or standard</li> <li>● Designing a health education curriculum that incorporates: <ul style="list-style-type: none"> <li>● state and/or national health education standards and the Health Education Curriculum Analysis Tool key concepts and skills</li> <li>● learning experiences that progress from basic to more complex health concepts and skills that are responsive to and inclusive of the diversity of the student population</li> </ul> </li> </ul> <p>Utilize Steps for Designing and Coordinating Health Education Curriculum, Instruction and Assessment and Writing the Health Education Curriculum.</p> <p><b>Implementing Comprehensive Health Education</b></p> <p>Ensure that:</p> <p>Instruction includes functional health knowledge and essential health skills that focus on specific behavioral outcomes such as healthy eating and increased physical activity and is aligned to the district or school health education curriculum.</p> <p>Adequate time for skill-based instruction and learning occurs every year at the elementary level.</p> <p>Teachers are certified or licensed to teach health education and they receive annual professional development on effective practices for health education, including the use of the Health Education Curriculum Analysis Tool.</p> | <p>Wendy<br/>Froggatte</p> | <p>Document the amount of health education instruction required, either as a stand-alone class or incorporated with other subjects. Identify by grade the concepts and skills related to healthy eating and physical activity that are taught as part of health education. Identify at least 5 effective strategies that are regularly used to teach health education in your school.</p> | <p><b>COMPLETE</b><br/>(updated<br/>4/23/2012)</p> |
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| <p>#504<br/>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<br/>Sample Employee Wellness Activities:</p> <ul style="list-style-type: none"> <li>Distribute pedometers to promote walking (10,000 steps a day)</li> <li>Organize walking clubs</li> <li>Schedule health-related sessions as part of staff development</li> <li>Provide healthy snacks and beverages at staff meetings</li> <li>Create a healthy recipe swap</li> <li>Designate an indoor fitness trail on school grounds</li> <li>Offer assistance with smoking cessation or weight management</li> <li>Distribute water bottles, fitness club passes, paid registration for a local 5k, etc.</li> <li>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.</li> <li>Establish a yearly cycle of activities based on a monthly theme or seasons of the year</li> <li>Offer chair massages at an in-service or faculty meeting</li> <li>Provide Pilates/Yoga classes for staff</li> <li>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</li> </ul>  | <p>Wendy Froggatte<br/>Wendy Froggatte</p> | <p>8/1/2014</p> | <p>Describe how physical activity AND healthy eating programs are being implemented.</p>   | <p><b>ASSIGNED COMPLETE</b><br/><i>(updated 5/22/2014)</i></p> |
| <p>#506<br/>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"> <li>● Does the program offer health education tailored to employees' needs and interests that focuses on skill development and lifestyle behavior change?</li> <li>● 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?</li> <li>● 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?</li> <li>● Are education and resources offered to help employees become knowledgeable of healthy foods, physical activity opportunities, health screenings, etc.?</li> </ul> <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<br/>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><b>ASSIGNED COMPLETE</b><br/><i>(updated 5/22/2014)</i></p> |

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| <p>#507<br/>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<br/>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><b>ASSIGNED COMPLETE</b><br/>(updated 5/22/2014)</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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Need help with your Action Plan  
[Read our step-by-step instructions](#) or watch our how-to video below for a quick walkthrough.