



2009-2010  
Healthy Schools Mini Grant

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School Name





**2009-2010  
HEALTHY SCHOOLS AWARDS  
CONTACT INFORMATION**

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

School Mailing Address: \_\_\_\_\_  
(Street or P.O. Box)

\_\_\_\_\_  
(City) (State) (Zip code)

Contact Name: \_\_\_\_\_

Title: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_



**MISSION**

AtlantiCare is an integrated system of services designed to help people achieve optimal health. This system, driven by customer needs and expectations, provides accessible, comprehensive service of superior quality and value.

**VISION**

AtlantiCare Health System builds healthy communities.

**HEALTHY SCHOOLS, HEALTHY CHILDREN**

An AtlantiCare initiative charged with promoting healthy eating, exercise, and positive self image to the school population in Atlantic County.

For More Information about AtlantiCare and its services,  
Please contact 1-888-569-1000  
or visit [www.atlanticare.org](http://www.atlanticare.org).

**AtlantiCare's Healthy School Index was compiled from  
the following assessment tools:**

**Centers for Disease Control and Prevention. *School Health Index: A Self-Assessment  
and Planning Guide*. Atlanta, Georgia. 2005.**

**United States Department of Agriculture, Food and Nutrition Service, Team  
Nutrition. *Changing the Scene Healthy School Nutrition Environment Improvement  
Checklist*. Washington D.C. 2000.**

**Michigan Department of Community Health. *Healthy School Action Tool*.  
Lansing, MI. 2006. Viewed via the World Wide Web at  
<http://www.mihealthtools.org/schools>**

## INSTRUCTIONS TO COMPLETE THE *HEALTHY SCHOOL INDEX*

### Introduction

The *Healthy School Index* was comprised to assist schools implement their newly developed Wellness Policies, as mandated by the 2004 WIC Child Nutrition Reauthorization Act. The Index allows schools to assess their current policies and practices, and determine their effectiveness in creating a healthy environment. The results of this assessment will allow schools to make recommendations and improvements to sustain and improve the health and wellbeing of their students and staff members for years to come.

### Overview

The *Healthy School Index* is broken into eight modules. Each module correlates to a component of the Coordinated School Health Model, and follows a similar format to ease the completion process.

### Modules

The modules consist of a table of questions. Questions are arranged in a YES or NO format, and in certain instances may also include a NOT APPLICABLE category (N/A). The NOT APPLICABLE category was added so that schools which do not receive federal funding or do not adhere to the State of New Jersey Core Curriculum Standards aren't penalized in this assessment.

At the end of each module, there is a space to tally the points earned in each section. The TOTAL POSSIBLE POINTS value will reflect the number of questions answered minus the number of questions considered NOT APPLICABLE. The TOTAL NUMBER OF POINTS value will reflect the total number of points earned in each module by answering YES to the correlating questions.

Also at the end of the section is a comments section is provided. This area allows you to highlight any work relative to the promotion of healthy behaviors, specifically promoting physical activity, encouraging fruit and vegetable consumption, decreasing sedentary screen time, and decreasing sugar sweetened beverage intake to your students, staff, and families already ongoing in your school. **Comments are optional, though recommended.**

### Score Card

Once the entire *Index*, all eight modules, has been completed, a SCORE CARD will need to be filled out to determine the overall score for your school. This score will be determined by dividing the TOTAL NUMBER OF POINTS by the TOTAL NUMBER OF POSSIBLE POINTS. The SCORE CARD can be located after Module 8, and further instructions to compute the overall score are listed on that page. The computations tallied on the score card are important, as they will direct you in determining your school's award eligibility.

### Coordinated School Health Team

It is AtlantiCare's intent that the *Healthy School Index* be completed by the school's Coordinated School Health Team. This team is most often represented by a combination of school faculty, parents, students, and community members. It is a valuable resource to ensure that all priorities, limitations, and points of view are discussed and that the *Index* is a reflection of the school environment as a whole.

### **The Healthy School Index**

The *Healthy School Index* is to be completed during a given school year. The results will allow your school team to keep track of your school's progress in creating a healthier school environment. The outcome of this assessment will highlight areas of strength, as well as areas in need of improvement. **The goal of the assessment is to implement changes throughout the school year which would improve one's overall score.**

### **Glossary**

A glossary of terms is available at the end of the *Index* to further explain any unclear terms used in the document body.

### **Reference List**

A reference list is also available at the end of the *Index* to provide information and web addresses for any programs, documents, and concepts referenced in this document.

### **Questions/ Assistance**

If at any time throughout the completion of the *Healthy School Index* a problem or question arises, please feel free to contact the Healthy Schools, Healthy Children Coordinator directly at 609-704-6976.

**Best of luck as you continue to make your school  
a healthy environment for all!**

**Module 1:  
Policies and Environment**

In 2004, Congress passed the WIC Reauthorization and Child Nutrition Act. This legislation mandates all schools receiving reimbursement from the USDA to write and implement a School Wellness Policy. This mandate encourages schools to promote physical activity and healthy eating, and provide students with information, skills, and opportunities to make healthy choices.

The Wellness Policy grants the school a unique opportunity to influence not only the academic success of students, but also their health. The marriage of these interrelated factors is the main goal of the Coordinated School Health Team, which has the important role of managing these policies and adapting them as needed.

**1.1 School Health Committee (SHC)**

	NO	YES
a) Our school/ district has a SHC that oversees school health policies and programs?	0	1
b) The SHC oversees policies regarding physical activity?	0	1
c) The SHC oversees policies regarding healthy eating/nutrition?	0	1
d) The SHC meets 2 or more times per school year?	0	1
e) The Superintendent serves on the SHC?	0	3
f) A Principal/ Assistant Principal serves on the SHC?	0	2
g) The Food Service Director or Manager serves on the SHC?	0	2
h) A representative from the Physical Education Department serves on the SHC? (PE Teacher, Athletic Director)	0	1
i) A representative from the Health Education Department serves on the SHC? (Health Teacher)	0	1
j) A family representative serves on the SHC? (Parent, Guardian)	0	2
k) The School Nurse or Health Services Provider serves on the SHC?	0	1
l) The Counselor, Psychologist or Social Worker serves on the SHC?	0	1
m) Students serve on SHC?	0	2
n) Other school staff serve on the SHC? (Classroom Teachers, SAC Coordinator, After School Program Coordinator)	0	1
o) Representatives from the Community serve on the SHC? (AtlantiCare, County Health Department, local physicians)	0	1

## 1.2 Wellness Policy

	NO	YES
a) Our school has a written Wellness Policy?	0	3
b) The Wellness Policy is included in the Student Handbook?	0	2
c) The Wellness Policy is available on the school/district website?	0	1
d) The Wellness Policy is discussed/ reviewed with staff?	0	2
e) The Wellness Policy is reviewed and updated annually as part of the School's Health Committee?	0	1

Our schools' Wellness Policy states that:

	No Written Policy	Written Policy	Policy Exists & Enforced	Not Applicable
e) Staff are prohibited from withholding PE class as a punishment or to make up instructional time, class work, or tests in other subjects.	0	1	2	
f) PE can not be replaced with another activity. (i.e. band, sport participation)	0	1	2	
g) Physical activity can not be used as punishment.	0	1	2	
h) At least 20 minutes of unstructured physical activity in addition to PE class will be offered daily. (i.e. recess, stretch breaks )	0	1	2	
i) Staff are prohibited from using food as a reward.	0	1	2	
j) Staff are prohibited from withholding food as a form of punishment.	0	1	2	
k) Only healthy foods/ beverages can be used for classroom parties and/or celebrations.	0	1	2	
l) Foods of low nutrient value can not be used for fundraising purposes.	0	1	2	
m) Only healthy foods/ beverages can be offered at school events. (i.e. concessions)	0	1	2	
n) Only healthy foods/ beverages can be offered in the school store.	0	1	2	
o) Only healthy foods/ beverages are offered as a la carte options.	0	1	2	
p) All vending machines are prohibited from containing foods/ beverages with low nutrient value.	0	1	2	

### 1.3 School Health Environment

#### Physical Activity Environment

	NO	Yes, Occasionally	Yes, Consistently
a) All playground and gym/activity equipment is safe to use and in good repair.	0	1	2
b) There are sidewalks to/from school that are safe to use and in good repair.	0	1	2
c) There are crossing guards available to encourage children to walk to school.	0	1	2
d) Physical activities/ Physical Education classes aren't cancelled due to inclement weather.	0	1	2
e) Our school has extra-curricular activities which encourage physical activity.	0	1	2
f) There are bike racks available for those children who choose to bike to school.	0	1	2
g) Positive messages about physical activity are displayed throughout the school.	0	1	2

#### Nutrition/ Healthy Eating Environment

	No	Yes, Occasionally	Yes, Consistently
h) Tables/eating surfaces are cleaned prior and in between use.	0	1	2
i) Tables/eating surfaces and chairs are undamaged and are the appropriate size for students.	0	1	2
j) There are enough tables/ eating surfaces and chairs for all students to sit while eating.	0	1	2
k) Staff properly supervise the cafeteria/ eating environment.	0	1	2
l) Staff role model/encourage healthy eating practices in the cafeteria and in other areas where eating might occur.	0	1	2
m) Students have the opportunity to wash their hands before eating.	0	1	2
n) Drinking fountains are available for students to get water during meals and throughout the day.	0	1	2
o) Positive messages about healthy eating can be found in the cafeteria.	0	1	2
p) Positive messages about healthy eating can be found in other areas of the school, outside of the cafeteria. (i.e. hallways, teachers lounge)	0	1	2
q) The cafeteria/ eating environment is inviting and colorful.	0	1	2

*TOTAL POSSIBLE POINTS FOR MODULE 1* \_\_\_\_\_  
*TOTAL NUMBER OF POINTS FOR MODULE 1* \_\_\_\_\_

Comments:
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## Module 2: Health Education

Comprehensive school health education is classroom instruction that is age appropriate, and helps students to understand health concepts and acquire skills that are necessary to succeed in life. A quality health education is one that assists students with the maintenance of their health. It also motivates them to improve their health status, decreases their likelihood to engage in health-related risky behaviors, and prevents the onset of disease. Comprehensive instruction addresses all dimensions of health: mental, physical, social, and emotional as a means to creating a healthy individual.

### 2.1 School Health Education

	NO	YES Occasionally	YES Consistently
a) Our school offers health education.	0	1	2
b) Health education is offered to all classrooms/ grades.	0	1	2
c) The health education offered is sequential and age appropriate.	0	1	2
d) Education includes active skill-based instruction.	0	1	2
e) Education involves student interaction with their families and community. (i.e. take home assignments, projects, service learning)	0	2	3
f) Health education is taught by a skilled health instructor.	0	1	2
g) Health education is awarded a grade that is consistent with grades awarded to other subjects.	0	1	2

### New Jersey School Health Standards

	NO	Yes	Not Applicable
h) Health education offered is in compliance with the New Jersey Core Content Standards for Comprehensive Health & Physical Education.	0	1	

### 2.2 Health Education Topics

Please indicate the topics taught to students in the past 12 months.

	NO	YES Occasionally	YES Consistently
a) The importance and benefits of living a healthy lifestyle	0	1	2
b) The health risks related to being inactive and unhealthy eating	0	1	2
c) The components of fitness (cardiovascular endurance)	0	1	2
d) Workout phases (warm-up, cool-down)	0	1	2

## 2.2 Health Education Topics (cont.)

	NO	YES Occasionally	YES Consistently
e) Injury prevention	0	1	2
f) Factors that influence healthy lifestyle choices (peers, media, weight, cost, support, time)	0	1	2
g) The use of strategies and goal setting to make healthy choices	0	1	2
h) The importance of energy balance	0	1	2
i) Current nutrition/ healthy eating recommendations developed by the USDA (food pyramid)	0	1	2
j) The importance of eating fruits and vegetables	0	1	2
k) The importance of vitamins and minerals (i.e. calcium)	0	1	2
l) Reduction of sedentary behaviors (television viewing, video games)	0	1	2
m) Strategies to promote and maintain a positive self esteem	0	1	2

## 2.3 Health Practices/ Resources

	NO	YES Occasionally	YES Consistently
a) Our school has health resources available to support lessons.	0	1	2
b) Teachers integrate health lessons (i.e. nutrition) into core curricula.	0	1	2
c) Teachers who teach health are able to attend continuing education trainings throughout the school year.	0	1	2

*Total Possible Number of Points for Module 2* \_\_\_\_\_

*Total Number of Points for Module 2* \_\_\_\_\_

Comments:

**Module 3:**  
**Physical Education & Additional Opportunities for Physical Activity**

Inadequate amounts of physical activity have been linked to unhealthy weight, chronic diseases, and other health risks. By teaching physical education in schools, and by increasing the amount of physical activity students receive in their school day, students are learning and practicing skills which can be enjoyed throughout one's lifetime. By introducing and strengthening these skills, during such pivotal time in a student's life, the school is directly combating the likelihood of a sedentary lifestyle.

**3.1 School Physical Education (PE)**

	NO	YES Occasionally	YES Consistently
a) Our school offers physical education.	0	1	2
b) PE is offered to all classrooms/grades.	0	1	2
c) The PE offered is developmentally appropriate for all students, including those with special needs.	0	1	2
d) The PE program teaches motor skills in its various forms. (dance, team sports, individual sports)	0	1	2
e) The PE program is structured around the components of fitness. (cardiovascular fitness, muscular endurance, flexibility)	0	1	2
f) PE follows safety standards, and emphasizes the importance of safety when participating in an activity.	0	1	2
g) During PE class all students are involved in the ongoing activity for the majority of the class period.	0	1	2
h) PE classes have the appropriate amount of equipment so that all students are able to actively participate.	0	1	2
i) PE classes build the confidence and competence of all students.	0	1	2
j) Students are surveyed, annually, about the aspects of PE for improvement purposes.	0	2	3
k) Students are encouraged to design and implement personal fitness plans/ goals.	0	2	3
l) Students are taught to a wide variety of lifetime activities/sports. (walking, swimming, tennis)	0	1	2
m) PE is awarded a grade that is consistent with grades awarded to other subjects.	0	1	2

**New Jersey School Physical Education Standards**

	No	Yes	Not Applicable
h) Physical education offered is in compliance with the New Jersey Core Content Standards for Comprehensive Health & Physical Education.	0	1	

### 3.2 Physical Education Topics

Please indicate the topics taught to students in the past 12 months.

	NO	YES Occasionally	YES Consistently
a) The importance and benefits of living an active lifestyle .	0	1	2
b) The health risks related to being inactive.	0	1	2
c) The components of fitness (cardiovascular endurance)	0	1	2
d) Workout phases (warm-up, cool-down)	0	1	2
e) Injury prevention	0	1	2
f) The use of goal setting to increase physical activity.	0	1	2
g) The importance of acquiring skills for lifetime sports. (tennis, walking, swimming.)	0	1	2
h) The importance of energy balance	0	1	2
i) Strategies to promote and maintain a positive self esteem	0	1	2

### 3.3 Physical Education Practices/ Resources

	NO	YES Occasionally	YES Consistently
a) Our school has physical education/ activity resources available to support lessons.	0	1	2
b) Physical activity is integrated into classroom instruction/ activities. (stretches, brain breaks)	0	2	3
c) Teachers who teach physical education are able to attend continuing education trainings throughout the school year.	0	1	2

### 3.4 Other Physical Activity Programs

	NO	YES Occasionally	YES Consistently
a) Our school participates in the Safe Routes to School Program, walking school bus, or other walking safety programs	0	1	2
b) Our school has a walking/ mileage club.	0	1	2
c) Our school offers structured recess/ break time.	0	1	2
d) Our school has physical activity events which invite families to participate. (Family Fitness Night)	0	2	3
e) Our school participates/ holds other physical activity events/ programs. (Jump Rope for Heart, field day) Please list: _____ _____	0	1	2

*Total Possible Number of Points for Module 3* \_\_\_\_\_

*Total Number of Points for Module 3* \_\_\_\_\_

Comments:
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## Module 4: Nutrition Services

The food we eat directly affects our health. In addition to our health, many studies have linked proper nutrition to academic success. Through foods served and the environment in which they are served, the cafeteria has the opportunity to provide daily examples of healthy foods, model appropriate portion sizes, and reinforce nutrition lessons learned in the classroom.

### 4.1 School Food Service Program

	NO	YES Occasionally	YES Consistently
a) Our school has a breakfast program.	0	1	2
b) Our school has a lunch program.	0	1	2
c) Students have at least 20 minutes to eat lunch after obtaining food.	0	1	2
d) Students have at least 10 minutes to eat breakfast after obtaining food.	0	1	2
e) Meals are scheduled at appropriate times and don't conflict with other activities.	0	1	2
f) Meals are fully accessible to all students. (i.e.: free and reduced lunch is available to those eligible)	0	1	2
g) A variety of foods are included in every meal served.	0	1	2
h) Meals are appealing.	0	1	2
i) Meals include items which are low-fat daily.	0	1	2
j) The meats served are low-fat. (turkey, chicken)	0	1	2
k) The meats served are baked, roasted, broiled instead of fried.	0	1	2
l) Low-fat or non-fat sauces, dressings, or dips are offered and limited to a one ounce serving.	0	1	2
m) Poultry is served without the skin.	0	1	2
n) Low-fat or non-fat dairy products are used.	0	1	2
o) Meats are served are limited to a three ounce portion size.	0	1	2
p) Vegetables are prepared with minimal fat.	0	1	2
q) Fat is thoroughly drained from ground meats.	0	1	2
r) Foods are prepared with non-stick spray or pan liners.	0	1	2
s) Whole milk is not available.	0	1	2

**4.1 School Food Service Program (cont.)**

	NO	YES Occasionally	YES Consistently	N/A
t) Nutritional information on foods served is displayed or readily available.	0	1	2	
u) Healthy items are highlighted on menus.	0	1	2	
v) The students are annually surveyed (verbal or written) on food preferences.	0	2	3	
w) Parents are provided information about the health foods served. (handouts, back to school night presentation)	0	2	3	
x) Parents are provided information on what constitutes as a healthy lunch/snack.	0	2	3	
y) Parents are given information on the importance of breakfast, not just during testing.	0	2	3	
z) Our school is a Team Nutrition school.	0	2	3	

**4.2 School Food Service Director and Resources**

	NO	YES Occasionally	YES Consistently	N/A
a) The Food Service Director has resources which are available to teachers to teach students about healthy eating.	0	1	2	
b) The Food Service Director supports/reinforces what is taught in class/ health class.	0	1	2	
c) The Food Service Director acts as a resource to assist teachers in promoting healthy eating to their students.	0	1	2	
d) The Food Service Director has a nutrition-related degree or appropriate certifications/ credentials.	0	1	2	

*Total Number of Possible Points for Module 4 \_\_\_\_\_*

*Total Number of Points for Module 4 \_\_\_\_\_*

Comments:

**Module 5:  
Student Health Services**

The school health services provider is vital to the school's efforts to improve and maintain the health of its students. The provider not only has the ability to prevent unhealthy lifestyles by providing information on wellness topics, but also has the opportunity to screen and identify students with special health concerns and make accommodations, and referrals as necessary.

**5.1 School Health Services and Promotion**

	NO	YES Occasionally	YES Consistently	N/A
a) Our school has a health services provider available to students.	0	1	2	
b) The school's health services provider offers materials to students promoting wellness. (physical activity, nutrition, self esteem)	0	1	2	
c) The school's health services provider offers presentations to students promoting wellness (i.e.: positive self image)	0	2	3	
d) The school's health services provider offers individual or group counseling to students promoting wellness.	0	2	3	
e) The health services provider acts a resource to school staff on wellness topics.	0	1	2	
f) The health services provider provides information to parents on wellness topics.	0	2	3	

**5.2 Identification of Student Health Problems and Referrals**

	NO	YES Occasionally	YES Consistently	N/A
a) Information is collected and reviewed on students to identify those with disorders/conditions which would affect participation in physical activities or would require special dietary needs.	0	1	2	
b) Students identified with disorders/conditions related to physical activity or healthy eating are referred to appropriate services.	0	1	2	
c) The health services provider collaborates with appropriate school staff and/or community agencies to implement programs or activities related to healthy eating, physical activity, and positive self esteem.	0	1	2	

*Total Number of Possible Points for Module 5* \_\_\_\_\_  
*Total Number of Points for Module 5* \_\_\_\_\_

Comments:

**Module 6:  
School Counseling, Psychological, and Social Services**

Health is not only determined by one's physical state, but also consists of mental and social dimensions. School counselors, psychologists, or social workers can support a school's wellness initiative by offering information to students, families, and other school staff on how healthy lifestyles can affect the mental and social wellbeing of an individual. In addition, these professionals can identify students with special needs, and request additional resources and/or special accommodations to meet these needs.

**6.1 School Health Services and Promotion**

	NO	YES Occasionally	YES Consistently	N/A
a) Our school has a counseling, psychological, or social service staff available to students.	0	1	2	
b) The school's counselor/social services provider offers materials to students promoting wellness. (physical activity, nutrition, self esteem)	0	1	2	
c) The school's counselor/social services provider offers individual or group counseling to students promoting wellness.	0	2	3	
d) The counselor/social services provider acts a resource to school staff on wellness topics.	0	1	2	

**6.2 Identification of Student Health Problems and Referrals**

	NO	YES Occasionally	YES Consistently	N/A
a) The counselor/social services provider provides information to parents on wellness topics.	0	2	3	
b) Information is collected and reviewed on students to identify those with psychological disorders or conditions which would affect physical activity, healthy eating, and/or positive self-esteem.	0	1	2	
c) Students identified with disorders/conditions are referred to appropriate services.	0	1	2	
d) The counselor/ social services provider collaborates with appropriate school staff and/or community agencies to implement programs or activities related to healthy eating, physical activity, and positive self esteem.	0	1	2	
e) The counselor/ social services provider shares information about individual students with conditions/ disorders with appropriate staff members.	0	1	2	

### 6.3 Psychosocial Topics Covered

Please indicate the topics taught to students in the past 12 months via classroom instruction, activities, and/or workshops.

	NO	YES Occasionally	YES Consistently
a) The importance of having and building a positive self esteem.	0	1	2
b) Skills to improve one's body image	0	1	2
c) The signs, symptoms, and health impact of eating disorders and disordered eating.	0	1	2
d) Stress/ anger management	0	1	2
e) Bullying	0	1	2
f) Peer Pressure	0	1	2

*Total Number of Possible Points for Module 6* \_\_\_\_\_

*Total Number of Points for Module 6* \_\_\_\_\_

Comments:

**Module 7:  
Health Promotion for Staff**

School staff members become very important role models for students. By offering information, support, and encouragement for staff to engage in healthy lifestyles, healthy behaviors can become an active part of the school environment.

**7.1 School Health Promotion for Staff**

	NO	YES Occasionally	YES Consistently
a) Our school/ district annually offers health screenings for staff. (blood pressure, cholesterol) ***	0	1	2
b) Our school/district offers physical activity programs for staff (walking clubs, aerobics classes)	0	1	2
c) Our school/district offers healthy eating or healthy weight programs for staff. (Weight Watchers)	0	1	2

**7.2 Support for Staff Health Promotion Activities**

Please indicate any additional ways your school/district supported staff health promotion programs.

	NO	YES Occasionally	YES Consistently
a) A staff wellness team has formed and met.	0	1	2
b) Staff members are surveyed annually to identify wellness topics of interest. (Healthy eating, weight loss, stress reduction)	0	1	2
c) Staff wellness programs are promoted. (messages in paycheck memos)	0	1	2
d) Incentives are provided for staff members who participate in a wellness activity.	0	1	2
e) Healthy food choices are made available at staff meetings.	0	1	2
f) Staff vending machines only offer healthy foods.	0	1	2

\*\*\* To arrange on-site health screenings, please contact AtlantiCare at 1-888-569-1000.

*Total Number of Possible Points for Module 7* \_\_\_\_\_  
*Total Number of Points for Module 7* \_\_\_\_\_

Comments:

**Module 8:**  
**Family and Community Involvement**

The home is the most influential place where behaviors are learned. Family practices and culture often determine one's health related behaviors and lifestyle choices. By involving families and members from the community in health promotional efforts, and by developing consistent messages at home and in school, the school dramatically increases the likelihood of health knowledge gained, translating into behavior change.

**8.1 Family and Community Involvement**

	NO	YES Occasionally	YES Consistently
a) Our school/ district offers information/resources to families on physical activity.	0	1	2
b) Our school/ district offers programs, activities, and/or events which engage families in physical activity. (family fitness night, walking clubs)	0	2	3
c) Our school/district offers information/ resources to families on healthy eating/ healthy weight.	0	1	2
d) Our school/district offers program, activities, and/or events for families which promote healthy eating/ healthy weights. (food tasting, healthy cooking classes)	0	2	3
e) During school events (concerts, back to school night) families are provided opportunities for physical activity. (stretch breaks)	0	2	3
f) During school events (concerts, back to school night) families are offered healthy foods.	0	2	2
g) Our school involves families in planning program/ activities related to physical activity/ healthy eating.	0	1	2
h) Our school surveys families for evaluation purposes on physical activity programs at school. (PE, recess, family fitness night)	0	2	3
i) Families have the opportunity to give feedback on school meals and other a la carts items served in the cafeteria or in the classroom. (vending machines, classroom celebrations)	0	2	3
j) Our school surveys families for evaluation purposes on health/ wellness topics covered.	0	2	3
k) Our school reaches out to community members to support health related activities/events.	0	1	2
l) Our school involves community members when planning and implementing health related events/ activities.	0	1	2

*Total Number of Possible Points for Module 8* \_\_\_\_\_  
*Total Number of Points for Module 8* \_\_\_\_\_

Comments:

# SCORE CARD

\* DUE DECEMBER 21, 2009

## Possible Points

Module 1 \_\_\_\_\_

Module 2 \_\_\_\_\_

Module 3 \_\_\_\_\_

Module 4 \_\_\_\_\_

Module 5 \_\_\_\_\_

Module 6 \_\_\_\_\_

Module 7 \_\_\_\_\_

Module 8 \_\_\_\_\_

## Actual Points

Module 1 \_\_\_\_\_

Module 2 \_\_\_\_\_

Module 3 \_\_\_\_\_

Module 4 \_\_\_\_\_

Module 5 \_\_\_\_\_

Module 6 \_\_\_\_\_

Module 7 \_\_\_\_\_

Module 8 \_\_\_\_\_

\_\_\_\_\_  
**Total Possible Points**

\_\_\_\_\_  
**Total Actual Points**

\_\_\_\_\_  
A

\_\_\_\_\_  
B

### GRAND TOTAL CALCULATION

**B**  
(TOTAL ACTUAL POINTS)

\_\_\_\_\_ = \_\_\_\_\_ %

**A**  
(TOTAL POSSIBLE POINTS)

## Glossary of Terms

- 1) **Coordinated School Health Team** – A team of individuals comprised of various members of the school staff, parents, community members, and students whom meet to review the current practices and policies in place to address the dimensions of student and staff wellness, and make recommendations for improvement.
- 2) **Low Nutrient Value**- A term used to describe foods which do not contribute to the Daily Recommend Nutrient Values put forth by the USDA.
- 3) **“Healthy” Foods**- Foods which are rich in nutrients, contain minimal amounts of fats, are low in calories, and contain small amounts of sugar.
- 4) **Lifetime Activities/ Sports**- Activities/Sports which reinforce skills for lifelong participation. Tennis is an example of a lifelong sport.
- 5) **Structured Recess**- Recess period where teachers and students are involved in the same activity at the same time with the same goals ad purposes.
- 6) **Low Fat** – A term used to label foods which contain no more than 3 grams of fat.
- 7) **Energy Balance**- The notion that the amount of energy a person puts into their body in the form of food being offset by the body’s ability to expend that energy. This notion is universally accepted as a strategy to maintain a healthy weight.

## References

### **1) 2004 Women, Infants, Children and Child Nutrition Reauthorization Act**

This law was drafted to promote nutrition education and physical activity to children at the state and local level in efforts to combat childhood obesity. As part of this legislation, all school districts receiving federal funding for school breakfast and/or lunch programs are required to design a local wellness policy. These policies are scheduled to be written and implemented by the start of the 2006-2007 school year. For more information on this legislation please visit, [http://www.house.gov/ed\\_workforce/issues/108th/education/childnutrition/billsummaryfinal.htm](http://www.house.gov/ed_workforce/issues/108th/education/childnutrition/billsummaryfinal.htm)

### **2) Wellness Policy**

A requirement as stipulated in the 2004 WIC and Child Nutrition Reauthorization Act, for all school districts receiving federal funding for school breakfast and/or lunch programs, which outlines the details of a school district's efforts to develop and sustain a healthy school environment. Sample wellness policies can be viewed by visiting, <http://www.schoolwellnesspolicies.org/>

### **3) N.J. Core Content Standards for Comprehensive Health and Physical Education**

Comprised of six standards, this document outlines the requirements to meet the health, safety, and physical education needs for all New Jersey public school students in grades K-12. To view the standards, please visit [http://www.state.nj.us/njded/cccs/s2\\_chpe.htm](http://www.state.nj.us/njded/cccs/s2_chpe.htm)

### **4) United State Department of Agriculture: Food Guide Pyramid**

The food guide pyramid is a guidance system, developed by the USDA, to encourage and assist Americans to make healthy food choices and to be active every day. For more information, please visit [www.mypyramid.gov](http://www.mypyramid.gov)

### **5) United States Department of Agriculture: Team Nutrition**

Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. For more information, please visit <http://www.fns.usda.gov/tn/>

### **6) Safe Routes to School**

The Safe Routes to School Program empowers communities to make walking and bicycling to school a safe and routine activity once again. To inquire about this program, or to find out who your state contact person is, please visit <http://safety.fhwa.dot.gov/saferoutes/>

### **7) Jump Rope for Heart**

An educational fundraiser sponsored by the American Heart Association, which promotes the value of physical activity while showing school children they can contribute to their community's welfare. For more information, please visit <http://www.americanheart.org/presenter.jhtml?identifier=2360>



## 2009-2010 Healthy Schools Mini Grant Application

### **Award Category**

Please indicate the award category for which you are applying.  
(Only one should be selected).

- \$750 CATCH: Coordinated Approach To Child Health Award
- \$1500 Healthy School Garden Award

### **Proposal Overview**

Briefly describe how you anticipate implementing the CATCH or garden program in your school to address student wellness.

### **Demonstration of Need**

Briefly explain your school's demographics, how they contribute to the need for this funding, and why the efforts mentioned above are important.

### **Goals & Objectives**

Please list a minimum of three (3) benefits you expect your students to gain as a result of this program. Benefits should be listed under the appropriate categories listed below.

**KNOWLEDGE:**

**ATTITUDE:**

**BEHAVIOR:**

### **Project Scope**

Please briefly describe how these efforts will be carried out. Include information regarding the frequency and duration of proposed activities. Who (which grades) will be included in award programming? Please also include the number of students you anticipate reaching with this award.

**Please list any challenges you anticipate when working with your students.**

**Do you expect to work with any additional audiences as part of this award?**

Y  N

**If so, who?**

Parents  Staff  Community  Before/ Afterschool

**Describe how these efforts will be sustained beyond the grant period.**

**Please list any previous wellness initiatives that you have implemented in your school.**

**Budget (required for Garden Award only)**

**\*\* Schools applying for the CATCH award will be asked to select \$750 worth of curriculum and equipment merchandise. A catalog and additional product information can be found at [www.catchinfo.org](http://www.catchinfo.org).**

Please provide a brief budget estimate. In the spaces to the right please include a short justification.

Educational Supplies     \$\_\_\_\_\_

Equipment                     \$\_\_\_\_\_

Program Materials         \$\_\_\_\_\_

Other  
(restricted to \$200)         \$\_\_\_\_\_

Grand Total                     \$\_\_\_\_\_

- If selected to receive an AtlantiCare Healthy Schools mini-grant, your school agrees to complete all requests for information and evaluation data in a timely manner. Each school will be required to send at least two representatives to an award training session, to be scheduled in early February, to learn program details and all reporting requirements.
- It is understood that AtlantiCare has the right to share, release, and publish any results and/or photos relative to the program in coordination with the school.
- If selected, your school may be required to participate in a site visit to demonstrate the progress of your school's efforts. If necessary, the site visit will take place at an agreed upon time by both parties.
- Each selected school is required to submit at least ten (10) photos illustrating program progress and accomplishments which will be included in an *AtlantiCare 2009-2010 Healthy Schools Mini-Grant Report*.

**All applications are due no later than Monday December 21, 2009.**

**Applications can be mailed, faxed, or e-mailed to:**

**AtlantiCare Healthy Schools  
1001 S. Grand Street  
Hammonton, NJ 08037  
FAX: 609-704-6985  
[Samantha.kiley@atlanticare.org](mailto:Samantha.kiley@atlanticare.org)**