

Award Eligibility Matrix for 2010 - 2011							
Program		HealthierUS School Challenge				School Nutrition Association	Fuel Up to Play 60
Key Area (SNA)	Criteria	Bronze	Silver	Gold	Gold Award of Distinction	District of Excellence	
	Complete <i>Keys Express</i> online self-assessment for 2010-2011					x	
	Enroll as a Team Nutrition School for 2010-2011	x	x	x	x		
	Join Fuel Up to Play 60 at www.FuelUpToPlay60.com						x
Section A: School Food and Nutrition Program Organization							
<i>Documentation Item #1</i>	Department goals for 2010-2011 and next 2-3 years, including timeline, objectives, and the person responsible for each item					x	
<i>Documentation Item #2</i>	Food & Nutrition Policies/Procedures manual includes policies for: <ul style="list-style-type: none"> * Personnel-Human Relations * Professional Growth and Development * Procurement * Nutrition Services for Students with Special Needs * Nutrition Education * Financial Management * Food Safety/Security/Sanitation * Receiving/Storage * Meal Planning * Production and Service 					x	
	Average daily lunch participation meets or exceeds _____ %		x E,M: 60 H: 45	x E,M: 70 H: 65	x (same as Gold)		
Section A: Financial Management							
<i>Documentation Item #3</i>	End of year profit/loss statement from 2009-2010 includes a list of revenues/expenses and shows a positive balance (if negative, describe circumstances and plan for returning to positive balance)					x	
Section A: Human Resources							
<i>Documentation Item #4</i>	Training is available for all staff, offered by internal and external trainers, and provided using a variety of delivery methods on the following topics: <ul style="list-style-type: none"> * Sanitation & Food Safety * Nutrition * Production & Meal Service * Customer Service & Merchandising * New Employee Orientation * Manager Training 					x	
	Funding/support exists for food and nutrition department staff to attend state and national conferences or certification programs					x	

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Section A: District Organization							
Documentation Item #5	SMI review (in last 5 years) with no corrective action required (or if action needed, submit correction plan and proof of completion)	x	x	x	x	x (can use CRE review)	
Section B: Communications and Marketing							
Documentation Item #1	Evidence of 5 different and specific communications or marketing activities conducted by school nutrition staff that involve:					x	x
	Use of at least 2 different methods					x	x
	Collaboration with at least one allied organization					x	x
	Marketing plan for school nutrition program					x	
	Staff training held in areas of marketing and communications					x	x
Section C: Nutrition							
Documentation Item #1	One-week menu and production record for breakfast and/or lunch					x	
	Lunch menu & production records from 4 consecutive weeks	x	x	x	x		
School lunch menu requirements:							
	Different vegetable every day of the week	x	x	x	x	x	
	Offer dark green or orange vegetables at least 3 days per week (at least 2 different types)	x	x	x	x	x	
	Different fruit every day of the week, (1 day of fresh fruit)	x	x				
	Different fruit every day of the week, (2 days of fresh fruit)			x	x	x	
	Choice of fresh fruits and fresh vegetables daily					x	
	Variety of fresh fruits and fresh vegetables weekly					x	
	100% fruit juice counted as a fruit only once per week	x	x	x	x	x	
	Offer at least 1 serving of cooked dry beans or peas per week	x	x	x	x	x	
	Whole-grain food serving offered at least 3 days per week	x	x				
	Offer at least 1 whole-grain food serving each day (cannot be same each day)			x	x	x	
	Low-fat or fat-free fluid milk offered each day	x	x	x	x	x	
	Portion sizes appropriate based on menu-planning method	x	x	x	x	x	
	Choice of at least 2 entrees offered daily					x	
School breakfast menu requirements:							
	Choice of low-fat flavored milk offered daily					x	
	Choice of fresh fruit offered daily					x	
	Whole grain items offered daily					x	

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Documentation Item #2	Nutrient analysis of menus complete and meeting nutrition standards	x (if available)				x	
	School meals meet USDA, NSLP/SBP nutritional standards	x	x	x	x	x	
Documentation Item #3	School district wellness policy exists, and includes:	x	x	x	x	x	
	Support for a school wellness environment by permitting primarily nonfood items to be sold through school fundraising activities.	x	x	x	x		
	Goals for nutrition education, physical activity, and other wellness promotion activities are clearly stated, an implementation plan is outlined, and measurement/evaluation is addressed.					x	
	Nutrition guidelines for all foods available on school grounds					x	
Documentation Item #4	Nutrition standards exist that reflect the Dietary Guidelines for a la carte & vended food items sold by school food service program	x	x	x	x	x	
Competitive foods criteria* (use HUSSC Competitive Foods Calculator):							
	≤35% calories from fat	x	x	x	x		
	<0.5 grams trans fat	x	x	x	x		
	<10% calories from saturated fat	x	x	x	x		
	≤35% sugar by weight	x	x	x	x		
	≤480 mg sodium per non-entrée OR ≤600 mg sodium per entrée	x	x	x			
	≤200 mg sodium per non-entrée; ≤ 480 mg sodium per entrée OR 150 minutes PE/week (elementary schools)				x		
	<200 calories OR ≤ serving size for same item according to NSLP	x	x	x	x		
	*This criteria is met for any food or beverage sold during school meals	x	x				
	*This criteria is met for any food or beverage sold during school day			x	x		
Competitive beverages criteria:							
	Only flavored and unflavored low-fat (1%) or skim milk, and/or USDA approved alternative dairy beverage	x	x	x	x		
	100% full strength fruit & vegetable juices with NO sweeteners (6 ounces for elementary/middle schools, 8 ounces for high schools)	x	x	x	x		
	Water must be unflavored, no sweeteners, noncarbonated, and caffeine-free	x	x	x	x		

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Section C: Nutrition Education							
<i>Documentation Item #5</i>	5 different, specific ways nutrition education is conducted by school food and nutrition personnel, including:					x	
	Promote school meals as healthy choices for students					x	x
	Part of structured and systematic unit of instruction (i.e. MyPyramid or other Team Nutrition materials)	x ^E	x ^E	x ^E	x ^E	x	
	Reflect coordination with classroom teachers					x	x
	Appropriate for target age group					x	x
	Involves multiple channels of communication	x	x	x	x		x
	Provided for at least half of the grade levels (or all students if the school is only 1 grade).	x ^E	x ^E	x ^E	x ^E		
	Provided to students in at least one grade level as part of required year round instruction.	x ^M	x ^M	x ^M	x ^M		
	Offered to students in 2 courses required for graduation.	x ^H	x ^H	x ^H	x ^H		
	Messages are reinforced by prohibiting the use of food as a reward	x	x	x	x		
	Implementation and evaluation of 1 Healthy Eating Play from the Fuel Up to Play 60 list						x
	Skills-based instruction on healthy eating is required for every middle school student in at least one grade level as a part of a dedicated, stand alone, health education course, or the equivalent	x [^]	x [^]	x [^]	x [^] : In more than one grade level		
	Every student is required to take 2 courses that include skills-based instruction on healthy eating as a part of a dedicated, stand alone, health education course, or the equivalent	x ^{^H}	x ^{^H}	x ^{^H}	x ^{^H}		x
Section D: Menu Planning							
<i>Documentation Item #1</i>	6 standardized, quantity recipes submitted with step-by-step directions, time and temperature critical limits, ingredients listed as weight or measure, ingredients listed in order they are used, portion size and yield information, nutritional information					x	
<i>Documentation Item #2</i>	4 examples of student preferences in menu planning, including offer vs. serve option, age appropriate surveys for student feedback, surveys conducted by food and nutrition personnel, students included in panels to select products/plan menus					x	
Section D: Procurement							
<i>Documentation Item #3</i>	Bid package includes food specifications and large equipment specifications, and uses approved brands or models					x	
Section D: Receiving & Storage							
<i>Documentation Item #4</i>	Submit receiving and storage SOPs, which include purpose, scope, detailed instructions, monitoring procedures, recordkeeping procedures, implementation date, person who implemented policy, review/revision dates, and evidence of tailoring for the district					x	

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Physical Activity							
	Providing structured physical education classes for all full-day students throughout the school year.	x ^E : Minimum 45 minute average per week	x ^E : Min. 90 minute avg. per week	x ^E : Min. 150 minute avg. per week OR meet stricter sodium requirements PLUS Gold Phys Ed. Requirements			
	Providing unstructured daily opportunities for physical activity for all full-day students.	x ^E	x ^E	x ^E	x ^E		x
	Offering structured physical education classes to at least 2 grades and providing students in all grades opportunities to participate in physical activity.	x ^{MH}	x ^{MH}	x ^{MH}	x ^{MH}		
	Actively promoting participation in physical activities to all students.	x ^{MH}	x ^{MH}	x ^{MH}	x ^{MH}		
	Reinforcing physical education/activity messages by neither denying nor requiring physical activity as a means of punishment.	x	x	x	x		x
	Implementation and evaluation of 1 Physical Activity Play from the Fuel Up to Play 60 list						x
	School requires students to complete physical education courses	x ^{AMH} M: At least 2 years H: At least 1 year	x ^{AMH} M: 3 full years H: 2 full years	x ^{AMH} At least 135 minutes PE/week for 3 (M) or 2 (H) years	x ^{AMH} At least 225 minutes PE/week for 3 (M) or 2 (H) years		
	School uses a physical education curriculum and:	x ^A	x ^A	x ^A	x ^A		
	Teachers use chart describing the scope & sequence of PE instruction		x ^A	x ^A	x ^A		
	Teachers assess or evaluate students in PE			x ^A	x ^A		
	Teachers provide lesson plans or learning activities for PE				x ^A		
	School prohibits the substitution of other courses or activities for physical education	x ^A	x ^A	x ^A	x ^A		
	Student/teacher ratio in physical education is approximately the same number of students per teacher in other academic classes at all grade levels	x ^A	x ^A	x ^A	x ^A		
	School is implementing a plan to promote safe walking and bicycling to school and ensure safe intersections and crosswalks adjacent to the school	x ^A	x ^A	x ^A	x ^A		x
	School offers a range of non-competitive physical activity opportunities	x ^A	x ^A	x ^A	x ^A		x

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Wellness							
	Program Advisor to recruit core team of students, and draft key players of colleagues and parents.						x
	Complete the School Wellness Investigation						x
	Hold a Wellness Kickoff Event						x
	School reports to district regularly about compliance with wellness policy	x^	x^	x^	x^		
	Goals from the school health/wellness action plan are integrated into the overall School Improvement Plan	x^	x^	x^	x^		
	School policy prohibits the use of physical activity and withholding physical education class as punishment.	x^	x^	x^	x^		

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