

**SANTA ROSA CITY SCHOOLS  
Office of Curriculum & Instruction K-6**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE SANTA ROSA CITY SCHOOLS AND THE ALLIANCE FOR A  
HEALTHIER GENERATION**

October 23, 2013

**ISSUE**

A Memorandum of Understanding (MOU) with the Alliance for a Healthier Generation (AHG) is being brought to the Board of Education for review and approval. The MOU outlines the District and Alliance responsibilities associated with the Healthy Schools program to begin at all of our elementary schools including dependent charter schools..

**PREVIOUS BOARD ACTIVITY**

October 24, 2012	The Board received information on the iDO26.2 program.
October 24, 2012	The Board pledged support of the Cradle to Career Sonoma County Initiative.
October 9, 2013	The Board received information on the potential partnership with Alliance for a Healthier Generation Healthy Schools Program.

**EXHIBIT MATERIAL**

Pages- 1-3	MOU
Pages- 4-36	Healthy Schools Needs Assessment/Inventory worksheet
Pages- 37-39	Kaiser Permanente Grant Work Plan
Pages- 40-41	Kaiser Permanente Grant Proposed Budget
Pages- 42-44	Kaiser Permanente Supplement Application

**DISCUSSION**

Kaiser Permanente and Alliance for a Healthier Generation Healthy Schools program is seeking a partnership with Santa Rosa City Schools. As we seek to align resources in Sonoma County through *The Cradle to Career* initiative in Sonoma County seeking collaboration with various agencies is vital. A goal of *The Cradle to Career* initiative anticipates that every child enter kindergarten ready to succeed. Within this goal is an expectation to improve health and healthy development of children. Partnerships with health organizations can be essential as we work diligently to meet this expectation.

The Kaiser Permanente, Thriving Schools Initiative and Alliance for a Healthy Generation, Healthy Schools Program is one pathway for SRCS. This MOU establishes expectations for both the District and Alliance for a Healthier Generation with respect to the Healthy Schools program. Additionally documentation previously requested by the Board is attached.

**FISCAL, STAFFING AND FACILITIES ISSUES**

Fiscal: In Kind services as outlined in the grant

Item: E-2

Staffing: Stipends to certificated personnel who are identified as ‘Wellness Champions’ as outlined in the grant  
Facilities: None.

**SUPERINTENDENT’S RECOMMENDATION**

The Superintendent recommends approving the MOU between Santa Rosa City Schools and Alliance for a Healthier Generation.

Report prepared by: Dr. Rachel Monarrez, Assistant Superintendent, Curriculum & Instruction, K-6

**- MEMORANDUM OF UNDERSTANDING  
AGREEMENT FOR SERVICES**  
Between

Santa Rosa City Schools (Hereafter "District") and Alliance for Healthier Generation (Hereafter AHG):

**I. Terms**

A. The effective date of this Agreement is October 23, 2013, through May 29, 2014.

**II. Cancellation Provisions**

A. This Agreement may be terminated by either party with sixty (60) days written notice to the other party.

**III. Amendments**

A. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the parties.

**IV. Invalid Provisions**

A. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, that provision shall be severed and the remainder of this Agreement shall continue in full force and effect.

**V. Indemnification**

A. To the fullest extent permitted by law, AHG shall defend, indemnify, and hold the District, its Governing Board, officers, agents, volunteers and employees harmless from and against any and all liability, loss expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Memorandum of Understanding but only in proportion to and to the extent such liability, loss, expense, or claims for injury of damages are caused by or result from the willful or intentional misconduct or negligent acts or omissions of AHG, its officers, employees, volunteers, or agents.

B. To the fullest extent permitted by law, the District shall defend, indemnify, and hold AHG harmless from and against any and all liability, loss expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Memorandum of Understanding but only in proportion to and to the extent such liability, loss, expense, or claims for injury of damages are caused by or result from the willful or intentional misconduct or negligent acts or omissions of District, its officers, employees, volunteers, or agents.

## **VI. Insurance Limits**

- A. Each party, at its sole expense, shall at all times maintain insurance of self-insure for general liability against personal injury and property damage that may arise from or in connection with their performance of this agreement in the amount not less than one million dollars (\$1,000,000) for any one person injured or killed, two million dollars (\$2,000,000) for injury or death of more than one person, and one million dollars (\$1,000,000) for property damage per occurrence.
- B. AHG will name District, its Governing Board, officers, agents, volunteers and employees as an additional insured and provide District with a copy of the certificate of insurance and the additional named insured endorsement prior to the commencement of this agreement.
- C. District will name AHG, its Governing Board, officers, agents, volunteers and employees as an additional insured and provide the club with a copy of the certificate of insurance and the additional named insured endorsement prior to the commencement of this Agreement.
- D. Each party, at its sole expense, shall at all times maintain Sexual Molestation or Harassment Liability with coverage of not less than \$1,000,000 per occurrence and \$1,000,000 annual aggregate.
- E. Each party, at its sole expense, shall at all times maintain Workers' Compensation Insurance with statutory limits as required by the Labor Code of the State of California.
- F. All public liability insurance shall insure performance of the indemnity provisions as set forth in Section V of this agreement.

## **VII. Employment Provisions**

- A. The parties agree all persons performing services under this Agreement shall Comply with all applicable laws and policies of:
  - 1) Screening in accordance with Education Code Section 45122.1 in that the Department of Justice has ascertained that the person has not been convicted of a felony.
  - 2) Compliance with the Santa Rosa City Schools Board of Education policies that relate to Sexual Harassment, Child Abuse Reporting, Non-Discrimination, and Hazing.
  - 3) Compliance with Title VI of the Civil Rights Act of 1965 (42 U.S. C. 2000d through 2000d4 prohibiting race discrimination, Title IX of the Education Amendments of 1972 (20 U.S.C. 794 prohibiting handicap discrimination), the Age Discrimination Act (42 U.S.C. 6101 et seq. prohibiting age discrimination), and the federal regulations adopted to implement these acts.

## **VIII. Financial Provisions**

- A. There are no financial transactions related to this agreement.

**IX. Services to Be Performed Under This Agreement**

District's Responsibilities and Duties

Please see Attachment A

AHG Responsibilities and Duties

Please see Attachment A

If any provision or provisions of this Memorandum of Understanding is found to be unenforceable by a court of competent jurisdiction, the provision or provisions shall be severed and the remainder of this Memorandum of Understanding shall continue in full force and effect.

This Agreement is entered into and shall be construed in accordance with the laws of the State of California.

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Alliance for Healthier Generation

Santa Rosa City School District

2255 Challenger Way, Suite 101  
Santa Rosa, CA 95407

211 Ridgway Avenue  
Santa Rosa, CA 95401

By: \_\_\_\_\_  
Michelle Loya-Talamantes  
Healthy Schools Program Manager  
Northern California

By: \_\_\_\_\_  
Douglas Bower  
Associate Superintendent,  
Business Services

By: \_\_\_\_\_  
Rachel Monarrez, PhD  
Assistant Superintendent,  
Curriculum & Instruction, K-6

**Board of Education Approval Date:** \_\_\_\_\_

CONTACTS

Primary Contact for AHG  
Michelle Loya-Talamantes  
Phone: (510) 717-1407  
Email: michelle.loyatalamates@healthiergeneration.org  
Fax: 707-528-7933

CONTACTS

Primary Contact for SRCS  
Dr. Rachel Monarrez  
Phone: (707)528-5272  
Email: rmonarrez@srcs.k12.ca.us  
Fax: (707) 528-5666

APPROVED AS TO FORM

SCOE Legal 4/2/01  
Cecelia Quiambao, RESIG. August, 2011

## Healthy Schools Inventory Worksheet

Effective August 2013

The members of your School Wellness Council can use this worksheet in preparation for answering the Healthy Schools Inventory questions. Helpful tips regarding whom in your school and district might have the answers are included, as well as the evidence to collect to demonstrate successful implementation of the criteria. The evidence of success is also what you need if your school chooses to apply for the Healthy Schools Program National Recognition Award. For more details on the National Recognition Award application, contact [Recognition@HealthierGeneration.org](mailto:Recognition@HealthierGeneration.org).

Notes:

- Supplemental charts required for recognition evidence can be found in our Resource Database.
- Questions marked with an \* are part of the District Inventory

### Policy and Systems (11 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
101	School is implementing the district wellness policy and providing feedback to the district regarding its progress annually  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal District Food Service Director School Wellness Council Chairperson	List three goals the school wellness council focused on this school year. Describe how the school has provided annual feedback to the district regarding its progress on the implementation of the district wellness policy.
102	School has an active wellness council/committee that meets at least every other month during the school year  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Provide three dates when the school wellness council/committee met. Indicate the 1) name, 2) position of each member of the wellness council/committee in the school or community and 3) contributions to the committee and wellness efforts. <i>Chart located in Resource Database</i>
103	Family members and guardians have the opportunity to provide input to the implementation of wellness policy activities  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Describe two ways the school has given family members and guardians an opportunity for input to the implementation of wellness policy activities.

## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>104</b>	Students have the opportunity to provide input to the implementation of wellness policy activities  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson	Describe two ways the school has given students an opportunity for input to the implementation of wellness policy activities.
<b>105</b>	The status of wellness policy implementation at the school level is communicated annually to school staff, students and families  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson	Describe two ways that the school has communicated the status of wellness policy implementation to school staff, students and families this year.
<b>106</b>	School wellness council/committee recommends new or revised health or wellness policies and activities to the district  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson	Share the recommendations the school has made to the district and explain why the recommendations were made. Describe the district's response to the recommendations.
<b>107</b>	Drinking water is available to students free of charge at all times during the school day  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson Custodian	Verify that drinking water is available to students free of charge at all times during the school day.
<b>108</b>	School grounds and/or buildings are open to students, their families and the community for access to physical activities  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson Custodian	Explain how the school shares information about ways community groups, students and families can access school grounds and buildings for physical activities and/or describe joint use policies that are in place.
<b>109</b>	School has secured funds or leveraged resources to support wellness priorities for students and staff  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal School Wellness Council Chairperson	Provide one example of how the school has secured funds or leveraged resources to support wellness priorities. Be specific about what funds were secured or resources leveraged.
<b>110</b>	School's wellness goals are integrated into the overall School Improvement Plan  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal	Describe which of the school's wellness goals have been integrated into the overall School Improvement Plan.

## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>111</b>	School tracks students' body mass index and reports the results to the district in aggregate on an annual basis  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson Physical Education Teacher School Nurse	Describe your school's process for tracking and reporting students' body mass index on an annual basis.



## Healthy Schools Program Inventory Worksheet

### School Meals (32 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
*201-a	School serves breakfast and lunch. <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director Principal	Provide two months (eight consecutive weeks) of breakfast <b>AND</b> lunch menus from the months prior to submission of the application.
*201-b	School breakfast and lunch programs meet USDA standards for reimbursable meals. <input type="checkbox"/> Yes <input type="checkbox"/> No		
*202	Annual training covering basic nutrition and healthy eating concepts (techniques for reducing fat and sodium in food preparation, portion control, culinary techniques for handling fresh food, etc.) is completed by 100% of food service staff who prepare and serve meals <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Provide the date, name of person or organization providing training, and topics covered.  <i>Chart located in Resource Database</i>
*203	School offers only unflavored low fat milk (1% or lower milk fat) or fat-free flavored milk with no more than 150 calories per 8 oz <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Identify all types of milk served in the cafeteria, including brand name and vendor, fat level, serving size, calories, and flavoring. <i>Chart located in Resource Database</i>
*204	School offers at least five non-fried, no/low added sugar fruit and/or vegetable options daily <ul style="list-style-type: none"> <li>▪ Fruit may be fresh, dried with no added sugar, canned or frozen in fruit juice or light syrup</li> <li>▪ Salad may be counted as one of the five servings</li> <li>▪ Potato products that have been par-fried (e.g. French fries, hash browns, tater tots) count <i>only</i> if they meet the Alliance Competitive Foods Guidelines</li> </ul> <input type="checkbox"/> Yes <input type="checkbox"/> No, 4 options offered daily <input type="checkbox"/> No, 1-3 options are offered daily	School Food Service/Cafeteria Manager District Food Service Director	On the two months of menus submitted, verify that the school offers at least five non-fried vegetables or fruits daily. Provide nutrition facts labels and the <a href="#">Product Navigator</a> or <a href="#">Product Calculator</a> (use the Fried Vegetables option) printout for <i>potato products</i> other than mashed or baked potatoes (e.g. French fries, hash browns and tater tots).
*205	At least one serving of fruit is offered at breakfast. Fruit may be fresh, dried with no added sugar, canned or frozen in fruit juice or light syrup. <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	On the two months of menus submitted, identify the daily fruit plus <u>100% juice or two fruits</u> served at breakfast.

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*206	<p>A different fruit is served every day of the week at lunch. Fruit may be fresh, dried with no added sugar, canned or frozen in fruit juice or light syrup. 100% fruit juice can be counted as fruit at lunch only once per week</p> <ul style="list-style-type: none"> <li>▪ Fruit at lunch must be served fresh at least 1 day per week</li> </ul> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>On the two months of menus submitted, identify the different fruits offered daily at lunch and the fresh fruit served weekly at lunch.</p> <p>Verify that all juices offered at breakfast and lunch are 100% juice.</p>
*207	<p>A different vegetable is served every day of the week at lunch. At least the minimum amount of all vegetable subgroups required by the USDA must be offered weekly.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>On the two months of menus submitted, verify that a different vegetable is offered every day. At least the USDA required weekly minimum amounts of dark green and red/orange vegetables and legumes are offered.</p>
*208	<p>Starchy vegetables are limited to amounts specified by USDA. (USDA has no limits on starchy vegetables. All schools meet this criterion – just check yes.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>USDA has no limits on starchy vegetables, so all schools meet this by checking the YES box in the Inventory and Recognition application.</p>



## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*209	<p>Half of all grains at breakfast and half of all grains at lunch must be whole grain-rich.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>On the two months of menus submitted, label the whole grain products at breakfast and lunch as <u>WG</u>. Refer to the USDA Grain Requirements for the National School Lunch Program and School Breakfast Program to determine if products are whole grain.</p> <p><b>For packaged grain products:</b> Provide an ingredient statement for each packaged whole grain product.</p> <p><b>For school made grain products:</b> Provide the recipe for each product.</p>
*210	<p>Breakfast and lunch menus are available in the language(s) that parents primarily speak</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	Provide copies of menus offered in other languages OR describe how you help non-English proficient students and families to understand your menus.
*211	<p>School conducts yearly taste tests, with students, of healthy foods (fruits, vegetables, whole grains, lean proteins, low fat entrees and fat-free or low fat dairy) intended for inclusion in reimbursable meals</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>List dates, locations, description of foods tested this school year and method of obtaining feedback from students. At least two taste testing activities are required to meet the criterion.</p> <p><i>Chart located in Resource Database</i></p>
*212	<p>All dressing offered for salads and salad bars must be portion controlled and contain no more than 80 calories per serving</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>Provide nutrition facts labels for all salad dressings offered to students OR recipe with nutrient values per serving for school made dressings. State how the portion is controlled to limit calories to no more than 80 calories per serving. Include the brand, type, portion, calories.</p> <p><i>Chart located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*213	<p>School offers no desserts or only desserts that meet the Alliance Competitive Foods Guidelines</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p><b>For pre-packaged desserts:</b> 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> 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>
*214	<p>School offers non-fried fish at least once a week. Fish products that meet the criterion for lean proteins (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) are permitted.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	On the two months of menus submitted, verify that non-fried fish appears at least one time per week. For each breaded fish product offered, provide the nutrition facts label.
*215	<p>Oils used during onsite food preparation contain no more than 2 g saturated fat per serving (1 Tablespoon)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	School Food Service/Cafeteria Manager District Food Service Director	<p>List oils used during onsite food preparation in the chart provided.</p> <p><i>Chart located in Resource Database</i></p>

Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*216	<p>All grains offered daily, at breakfast and lunch, are whole grain-rich.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>School Food Service/Cafeteria Manager District Food Service Director</p>	<p>Provide ingredient statements or recipes for <b>all</b> grain and flour products on the menu. Refer to the USDA Grain Requirements for the National School Lunch Program and School Breakfast Program to determine if products are whole grain.</p> <p><b>For packaged grain products:</b> 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> 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 50% of the total grain/flour ingredients in the recipe.</p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*217	<p>School offers only lean protein products such as lean red meat, skinless poultry, lean deli meats, fat-free or low fat cheese, beans, tofu, etc. (Lean: 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.) The following are exempt: one egg with no fat added; up to 1.5 ounces of reduced fat cheese.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>School Food Service/Cafeteria Manager District Food Service Director</p>	<p>Provide nutrition facts labels for <i>all</i> protein products featured on two months of menus submitted.</p>
*218	<p>School offers only non-fried products and uses no deep fat frying in food preparation. Par-fried meat/meat alternate products that meet the Alliance criterion for lean proteins and side items (i.e. potato products) that meet the Alliance Competitive Foods Guidelines are permitted.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>School Food Service/Cafeteria Manager District Food Service Director</p>	<p>For <b>breaded entrees</b> such as chicken and fish, 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>For <b>potato products</b> such as French fries, oven fries, potato wedges, hash browns, home fries and tater tots, provide nutrition facts label for each product. Locate each product in the <a href="#">Product Navigator</a> and provide the printout for each OR Enter the nutrient values into the <a href="#">Product Calculator</a>. Use the “fried vegetables” category. Provide the <b>calculator printout</b> to verify each product meets Alliance Competitive Foods Guidelines.</p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*219	Starchy vegetables are limited to one cup per week  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Verify that starchy vegetables as defined by USDA are limited to one cup per week. Refer to USDA's Food Buying Guide for vegetable subgroups.
*220	School offers at least one low fat entrée daily, with no more than 12 g total fat, 4.5 g saturated fat, zero trans fats and 480 mg sodium  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	On the two months of menus submitted, label the low fat entrée each day as <u>LFE</u> . Enter the total fat grams, saturated fat grams, trans fat grams and sodium in milligrams for five consecutive days of entrees in the chart provided. For entrees with multiple components (e.g. yogurt/muffin/string cheese) provide this information for each component and for the entire entrée. Salad entrees must include salad dressing in the total. <i>Chart located in Resource Database</i>
*221	Staff prompts students to choose fruits and vegetables  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe how cafeteria staff prompts students to choose fruits and vegetables.
*222	School engages in marketing of healthy options using posters, table tents or creative naming of healthy options  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe at least two techniques used to market healthy foods. Provide digital photos or samples of posters, table tents, etc. For creative naming, menu will be used to verify.
*223	School offers convenient placement of healthy options, e.g. near the register  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe how placement of healthy food options encourages increased consumption from students. Provide digital photo of set up where possible.

## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>*224</b>	School makes use of appealing presentation of foods  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	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.
<b>*225</b>	School provides quick healthy meal options such as “grab and go” meals or vending of reimbursable meals  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe how school makes convenient, healthy “grab and go” meals or vended reimbursable meals available to students. Provide digital photos of “grab and go” or vending of reimbursable meals where possible.
<b>*226</b>	School permits use of prepaid meal funds only for reimbursable meals and competitive foods and beverages that meet Alliance Guidelines  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe how use of prepaid funds is limited to reimbursable meals and competitive foods and beverages that meet Alliance guidelines.
<b>*227</b>	School has a system in place for students or parents to preselect breakfast and lunch  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe your system for pre-selection of breakfast and lunch by students or parents.
<b>*228</b>	School designates a meal that meets HSP/HUSSC standards as the default option for meals. Students or parents who desire other options must actively choose them.  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe how your school has implemented a default meal option meeting HSP/HUSSC standards.
<b>*229</b>	Cafeteria environment minimizes distractions from choosing and eating healthy foods through measures such as adequate lighting, noise reduction and seating arrangements  <input type="checkbox"/> Yes <input type="checkbox"/> No	School Food Service/Cafeteria Manager District Food Service Director	Describe at least one feature of your cafeteria environment that minimizes distractions from choosing and eating healthy foods. Provide digital photos if applicable.



## Healthy Schools Program Inventory Worksheet

### Competitive Foods and Beverages (8 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
301	<p>All beverages for sale to students outside of the school meals program during the regular and extended school day meet or exceed the Alliance School Beverage Guidelines. This includes a la carte, vending, snack and other food carts, school store and fundraising.</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p>Principal            School Food Service/Cafeteria Manager            District Food Service Director            Athletic Director            School Store Manager            PTA/PTO</p>	<p>Complete the <i>Alliance School Beverage Inventory</i>. Be sure to include the description (brand, product name, flavor/type and size) of <b>all</b> beverages sold including <a href="#">Product Navigator</a> identification of products or product labels.</p> <p><i>NOTE:</i> In the rare event that your school does not sell a single beverage to a student (not even juice, water or milk), a letter verifying this claim can be uploaded in lieu of the <i>Alliance School Beverage Inventory</i>. This letter must be written by the school principal and include his/her original signature on school letterhead.</p> <p><i>Alliance School Beverage Inventory located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
<p><b>302</b></p>	<p>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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Food Service/Cafeteria Manager District Food Service Director</p>	<p>Complete the <i>Alliance Competitive Foods Inventory</i>. Be sure to include the description (brand, product name, flavor/type and size) of <b>all</b> competitive foods sold including <a href="#">Product Navigator</a> identification of products, printouts from the <a href="#">Product Calculator</a> or product labels.</p> <p><i>NOTE:</i> In the rare event that your school does not sell a single, individual food item to a student (not even yogurt or fruit), a letter verifying this claim can be uploaded in lieu of the <i>Alliance Competitive Foods Inventory</i>. This letter must be written by the school principal and include his/her original signature on school letterhead.</p> <p><i>Alliance Competitive Foods Inventory located in Resource Database</i></p>
<p><b>303</b></p>	<p>School policies and practices support that all beverages and competitive foods served to students for school and classroom parties (including birthday parties) during the regular and extended school day meet the Alliance Guidelines. (Exception allowed for a total of two times per year.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Food Service/Cafeteria Manager District Food Service Director</p>	<p>Provide a copy of the policy, a policy statement or relevant letters to school staff, parents/families or students that explain how school and classroom parties (including birthday parties) must align with the Alliance Guidelines.</p> <p>OR</p> <p>Describe how school and classroom parties and celebrations – including birthday parties - are specifically aligned to the Alliance School Beverage and Competitive Foods Guidelines. Include reference to the Guidelines, how compliancy of products is determined and how parents, teachers and students are notified of celebrations/party practices.</p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
<p><b>304</b></p>	<p>School policies and practices support that food is never used as a reward or reinforcement for students</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Wellness Council Chairperson</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.</p> <p>OR</p> <p>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. Include what rewards are being used and for what circumstances and how parents, teachers and students are notified of reward practices.</p>
<p><b>305</b></p>	<p>Food and beverages sold and served in the staff lounge and at school-sponsored staff functions meet at least the Alliance High School Beverage and Competitive Foods Guidelines</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Wellness Council Chairperson</p>	<p>Provide two or more photographs of each staff lounge vending machine (with all products clearly identifiable) or complete the <i>Staff Vending Inventory</i></p> <p>AND</p> <p>Describe how foods and beverages served at school faculty/staff functions meet the Alliance Competitive Foods and School Beverage Guidelines for high schools. Include a description of foods and beverages typically served and messaging that enforces the serving of only compliant items.</p> <p><i>Staff Vending Inventory located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
<p><b>306</b></p>	<p>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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Food Service/Cafeteria Manager District Food Service Director Athletic Director School Store Manager</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.</p> <p><b>OR</b></p> <p>Describe 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><b>307</b></p>	<p>School policies and practices restrict branding and marketing to those competitive foods and beverages that meet the Alliance Guidelines</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Food Service/Cafeteria Manager District Food Service Director Athletic Director</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.</p> <p><b>OR</b></p> <p>Describe how competitive foods and beverage branding and marketing are restricted. In your response, keep in mind that marketing can occur via a variety of venues including online games (even educational ones), web sites, book covers and other student-oriented materials.</p>

Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
308	<p>All entrees served as competitive foods (e.g., a la carte, school store, vending, snack cart) shall meet, at least, the Alliance School Meals criterion for a low fat lunch entrée: No more than 12 g total fat, 4.5 g saturated fat, zero trans fat and 480 mg sodium</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p>Principal School Food Service/Cafeteria Manager District Food Service Director</p>	<p>Complete the chart for five competitive food entrées: Total fat grams, saturated fat grams, trans fat grams and sodium in milligrams. For entrees with multiple components (e.g. yogurt/muffin/string cheese) provide this information for each component and for the entire entrée. Salad entrées must include salad dressing in the total.</p> <p><i>Chart located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

### Health Education (27 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
401-a	<p>At the elementary level, comprehensive health education is required for all students and includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</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>This question requires the submission of a master schedule if health education is a standalone class or a chart detailing how health education is incorporated into other subjects.</p> <p><i>Chart located in Resource Database</i></p>
401-b	<p>Provides a minimum of 30 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2 AND a minimum of 40 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
402-a	<p>At the middle school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity and is taught in a stand-alone health education course for at least 9 weeks or the equivalent number of minutes over the year OR planned units of study are incorporated with other subjects for the equivalent number of minutes over the year.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document the amount of health education instruction required, either as a stand-alone class or incorporated with other subjects. Identify 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>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
402-b	<p>At the middle school level, comprehensive health education is required in at least 1 grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>This question requires the submission of a master schedule if health education is a standalone class or a chart detailing how health education is incorporated into other subjects.</p> <p><i>Chart located in Resource Database</i></p>
403-a	<p>At the high school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document the amount of health education instruction required for high school graduation. Identify 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><i>Chart located in Resource Database</i></p>
403-b	<p>At the high school level, comprehensive health education is required for high school graduation.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
403-c	<p>At the high school level, comprehensive health education is taught in a term-long course for at least nine weeks.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
404-a	<p>At the elementary level, comprehensive health education is required for all students and includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</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</p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
404-b	<p>At the elementary level, comprehensive health education provides a minimum of 40 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2 AND a minimum of 80 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p>to teach health education in your school.</p> <p>This question requires the submission of a master schedule if health education is a standalone class or a chart detailing how health education is incorporated into other subjects.</p> <p><i>Chart located in Resource Database</i></p>
405-a	<p>At the middle school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity and is taught in a stand-alone health education course for at least 9 weeks or the equivalent number of minutes over the year OR planned units of study are incorporated with other subjects for the equivalent number of minutes over the year.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</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>This question requires the submission of a master schedule if health education is a standalone class or a chart detailing how health education is incorporated into other subjects.</p> <p><i>Chart located in Resource Database</i></p>
405-b	<p>At the middle school level, comprehensive health education is required in at least 2 grades.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
406-a	<p>At the high school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document the amount of health education instruction required for high school graduation. Identify 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</p>



## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>406-b</b>	At the high school level, comprehensive health education is required for .5 credits for high school graduation.  <input type="checkbox"/> Yes <input type="checkbox"/> No		to teach health education in your school.  <i>Chart located in Resource Database</i>
<b>406-c</b>	At the high school level, comprehensive health education is taught in a semester-long course or two term-long courses.  <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>407</b>	Health education curriculum and instructional strategies meet the diverse needs and interests of all students  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal District Curriculum Director or Health Education Specialist Health Education Teacher	Identify at least 3 strategies that are regularly used in health education classes to meet the diverse needs and interests of all students.
<b>408-a</b>	At the elementary level, comprehensive health education is required for all students and includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal District Curriculum Director or Health Education Specialist Health Education Teacher	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.  This question requires the submission of a master schedule if health education is a standalone class or a chart detailing how health education is incorporated into other subjects.  <i>Chart located in Resource Database</i>
<b>408-b</b>	At the elementary level, comprehensive health education provides a minimum of 80 minutes per week of instructional time or the equivalent number of minutes annually in grades K – 2 AND a minimum of 120 minutes per week of instructional time or the equivalent number of minutes annually in grades 3 – 5.  <input type="checkbox"/> Yes <input type="checkbox"/> No		

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
409-a	<p>At the middle school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity and is taught in a stand-alone health education course for at least 9 weeks or the equivalent number of minutes over the year.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document the amount of health education instruction required. 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><i>Chart located in Resource Database</i></p>
409-b	<p>At the middle school level, comprehensive health education is required in every grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
410-a	<p>At the high school level, comprehensive health education includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activity.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document the amount of health education instruction required for high school graduation. Identify 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><i>Chart located in Resource Database</i></p>
410-b	<p>At the high school level, comprehensive health education is required for one credit for high school graduation.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
411	<p>Healthy eating and physical activity messages are integrated into at least two other subjects to reinforce what is taught in health education</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document by grades, which subjects integrate and reinforce healthy eating and physical activity messages. Describe two examples of the healthy eating and physical activity messages.</p> <p><i>Chart located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
412	<p>Health education is taught by trained teachers at the elementary school level and teachers are licensed or certified in health education at the middle and high school levels</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Verify that elementary teachers who teach health education have been appropriately trained, and verify that middle and high school teachers who teach health education hold a current certificate/license in health education.</p> <p><i>Chart located in Resource Database</i></p>
413	<p>All teachers who teach health education receive annual professional development on effective practices for health education, including healthy eating and benefits of physical activity, for a minimum of three contact hours at the elementary level and six contact hours at the middle and high school levels</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Verify teachers who teach health education receive the appropriate contact hours of annual professional development on effective practices for health education, including healthy eating and benefits of physical activity, and provide detailed information on the professional development teachers received.</p> <p><i>Chart located in Resource Database</i></p>
414	<p>All students are assessed in health education and results are reported on the report card every term that health education is required</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Submit a student report card template with health education clearly delineated for every grade that health education is taught and describe one performance assessment that measures student learning of healthy eating and/or physical activity concepts and skills that is administered to students in your school.</p>
415	<p>Healthy eating and physical activity instruction is aligned to the national/state health education standards</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal District Curriculum Director or Health Education Specialist Health Education Teacher</p>	<p>Document when lessons related to healthy eating and physical activity are taught by grade span and indicate alignment to state or national health education standards.</p> <p><i>Chart located in Resource Database</i></p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
*416	District or school utilized the CDC's Health Education Curriculum Analysis Tool (HECAT) healthy eating and physical activity modules to enhance, develop or select an appropriate and effective health education curriculum  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal District Curriculum Director or Health Education Specialist Health Education Teacher	Conduct an analysis using the 2012 HECAT and provide the dates the committee met, list the committee members, recommendations, future actions, people responsible and completion dates on the HECAT Curriculum Summary Improvement Plan Worksheet.  <i>Chart located in Resource Database</i>

## Healthy Schools Program Inventory Worksheet

### Employee Wellness (8 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
501	An employee wellness leader or committee has been identified  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson	Identify the employee wellness leader, their position and other committee members.  <i>Chart located in Resource Database</i>
502	An employee wellness needs or interest assessment has been conducted yearly with staff  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson	Provide a detailed summary of the results of the interest survey or needs assessment.
503	School staff have opportunities to participate in physical activities OR healthy eating programs  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson	Provide a list of physical activity <b>OR</b> healthy eating programs offered for all school staff. Activities listed should link your assessment results with your offerings.
504	School staff have opportunities to participate in physical activities AND healthy eating programs  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader	Provide a list of physical activity <b>AND</b> healthy eating programs offered for all school staff. Activities listed should link your assessment results with your offerings.
505	School staff are actively participating in physical activity and healthy eating programs  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson	Describe how the employee wellness program determines staff participation in physical activity and healthy eating programs compared to total number of staff in the school.
*506	School or district annually evaluates the employee wellness program  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson District Administrator	Describe how the employee wellness program is being evaluated. Attach evaluation results as supporting documentation as applicable.
*507	District has a comprehensive employee wellness program  <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee Wellness Leader Principal School Wellness Council Chairperson District Administrator	Provide documentation from the district describing the comprehensive employee wellness program available for all school staff.

## Healthy Schools Program Inventory Worksheet

<b>*508</b>	District insurance coverage provides obesity prevention and treatment services for staff  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Employee Wellness Leader Principal School Wellness Council Chairperson District Administrator	Attach and highlight the section of your district insurance policy that indicates coverage of obesity prevention and treatment options.
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## Healthy Schools Program Inventory Worksheet

### Physical Education (26 Questions)

	Inventory Question	People Who Will Likely Know	Evidence of Success
601	Requires all students at the elementary school level to participate in a minimum of 60 minutes of physical education per week (or 120 minutes of physical education per 2 weeks)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine how many minutes of PE per week (or per 2 weeks) each grade level receives.  <i>Chart located in Resource Database</i>
602-a	Requires all students at the middle school level to participate in a minimum of 90 minutes per week.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine how many minutes of PE per week each grade level receives.  <i>Chart located in Resource Database</i>
602-b	Requires all students at the middle school level to participate in physical education for the equivalent of one year.  <input type="checkbox"/> Yes <input type="checkbox"/> No		
603-a	Requires all students at the high school level to participate in physical education for the equivalent of one half year.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine number of required years of PE.
603-b	Allows students of all grades to enroll in additional physical education.  <input type="checkbox"/> Yes <input type="checkbox"/> No		

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
604	Requires all students at the elementary school level to participate in a minimum of 90 minutes of physical education per week (or 180 minutes of physical education per 2 weeks)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine how many minutes of PE per week (or per 2 weeks) each grade level receives.  <i>Chart located in Resource Database</i>
605-a	Requires all students at the middle school level to participate in a minimum of 135 minutes per week.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine how many minutes of PE per week each grade level receives.  <i>Chart located in Resource Database</i>
605-b	Requires all students at the middle school level to participate in physical education for the equivalent of two years.  <input type="checkbox"/> Yes <input type="checkbox"/> No		
606-a	Requires all students at the high school level to participate in physical education for the equivalent of one year.  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher	Determine number of required years of PE.
606-b	Allows students of all grades to enroll in additional physical education.  <input type="checkbox"/> Yes <input type="checkbox"/> No		
607	Physical education instructional strategies and other practices meet the diverse needs and interests of all students  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Physical Education Teacher District Curriculum Specialist	Identify at least 5 strategies that are regularly used in physical education to meet the diverse needs and interests of all students.



## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>608</b>	<p>Requires all students at the elementary school level to participate in a minimum of 150 minutes of physical education per week (or 300 minutes of physical education per 2 weeks)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Principal Physical Education Teacher	<p>Determine how many minutes of PE per week (or per 2 weeks) each grade level receives. Gold applicants must submit a master schedule for physical education. Include a schedule for each physical education teacher which indicates the specific classes taught (classroom teachers' names) and start and stop time for each class.</p> <p><i>Chart located in Resource Database</i></p>
<b>609-a</b>	<p>Requires all students at the middle school level to participate in a minimum of 225 minutes per week.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Principal Physical Education Teacher	<p>Determine how many minutes of PE per week each grade level receives. Gold applicants must submit a master schedule for physical education. The schedule for each semester should include all physical education teachers, classes taught and number of students per class.</p> <p><i>Chart located in Resource Database</i></p>
<b>609-b</b>	<p>Requires all students at the middle school level to participate in physical education for all years.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<b>610-a</b>	<p>Requires all students at the high school level to participate in physical education for one and one-half years.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Principal Physical Education Teacher	<p>Determine number of required years of PE. Gold applicants must submit a master schedule for physical education. The schedule for each semester should include all physical education teachers, classes taught and number of students per class.</p>
<b>610-b</b>	<p>Allows students of all grades to enroll in additional physical education.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		

## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>611</b>	Physical education is taught by licensed or certified physical educators at all grade levels  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal Physical Education Teacher District Curriculum Specialist	Verify physical education is taught by licensed physical education teachers. List the name of each physical educator, the license or certification area and expiration date.  <i>Chart located in Resource Database</i>
<b>612</b>	Students are engaged in moderate to vigorous physical activity at least 50% of physical education class time  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal Physical Education Teacher	Identify at least eight strategies which are employed on a regular basis in your school's PE classes to encourage moderate to vigorous physical activity.
<b>613</b>	Physical education classes are appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal Physical Education Teacher District Curriculum Specialist	Describe how PE classes are appropriately modified or adapted to promote the participation of all students in PE. Provide at least one example of how instruction is modified for students with mental disabilities.
<b>614</b>	All teachers who teach physical education participate in annual professional development on effective practices for physical education for a minimum of 6 contact hours  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal Physical Education Teacher District Curriculum Specialist	Verify teachers who teach physical education receive the appropriate contact hours of annual professional development on effective practices for physical education, and identify the types of professional development teachers received.  <i>Chart located in Resource Database</i>
<b>615</b>	All students are assessed in mastery of skills and content in physical education and results are on the report card every term that physical education is required  <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Principal Physical Education Teacher	Verify students are assessed in mastery of skills and content in physical education and results are on the report card every term that physical education is required. Describe how students are assessed in mastery of skills and knowledge of content.

## Healthy Schools Program Inventory Worksheet

	<b>Inventory Question</b>	<b>People Who Will Likely Know</b>	<b>Evidence of Success</b>
<b>616</b>	<p>Instruction is based on a written and sequential curriculum that is aligned to the national/state physical education standards</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Physical Education Teacher District Curriculum Specialist</p>	<p>Document topics taught by grade span and indicate alignment to state or national physical education standards.</p>
<b>617</b>	<p>School provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized physical activity/fitness plans that include goal-setting and monitoring</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Physical Education Teacher</p>	<p>Verify that school provides fitness education, conducts annual health-related fitness assessments and utilizes assessment results to direct instruction and create individualized physical activity/fitness plans that include goal-setting and monitoring.</p>
<b>618</b>	<p>Student/teacher ratio in physical education is comparable with other classes at all grade levels</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Physical Education Teacher</p>	<p>Verify all PE classes maintain the same student/teacher ratio as all grade level or core content classes.</p>
<b>*619</b>	<p>Physical education requirements are not waived for other activities or classes</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Physical Education Teacher School Counselor</p>	<p>Verify district or school policy prohibits substitution of other classes or activities for physical education requirements.</p>
<b>*620</b>	<p>District or school utilized the CDC's Physical Education Curriculum Analysis Tool (PECAT) to enhance, develop or select an appropriate and effective physical education curriculum</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Physical Education Teacher District Curriculum Specialist</p>	<p>Provide the dates the committee met, the names of the committee members, and provide the results of the online PECAT overall score and improvement plan by downloading the PDF created by the online tool.</p>

## Healthy Schools Program Inventory Worksheet

### Student Wellness (14 Questions)

Applies to Elementary (ELE), Middle (MS), High (HS)

	Inventory Question	People Who Will Likely Know	Evidence of Success
701	At the elementary school level, school offers at least 20 minutes of recess daily (ELE)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Document how many minutes of recess each grade receives each day. Half day Kindergarten must offer at least 10 minutes of recess per day.  <i>Chart located in Resource Database</i>
702	At the elementary school level, classes participate in recess before lunch (ELE)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Provide the date when recess before lunch was implemented for all grades. Describe the challenges to implementing recess before lunch and how the school overcame these challenges and developed a successful implementation of recess before lunch.
703	Before and afterschool programs dedicate at least 20% of their time to physical activity (ELE)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Before and Afterschool Director	Document the before or afterschool weekly schedule showing physical activities offered, curriculums/ materials used and the time allotted each day for all students to participate.  <i>Chart located in Resource Database</i>
704	All before and after school program staff participate in annual professional development including physical activity and healthy eating as an element of their program (ELE)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Before and Afterschool Director	Verify all before and after school program staff receives annual professional development including incorporating physical activity and healthy eating as an element to their program, and identify the training date, training organization, and topics covered.  <i>Chart located in Resource Database</i>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
<b>*705</b>	<p>Snacks are served as part of the After School Snack or Meal Program (reimbursed through the USDA) or an independent snack program that meets the Alliance Competitive Foods and Beverage Guidelines (ELE, MS)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Before and Afterschool Director School Food Service Director/Cafeteria Manager District Food Service Director</p>	<p>Identify whether the snack/meal program is provided by NSLP, CACFP, or an independent program and provide a monthly snack or meals menu for snacks/meals reimbursed through the USDA. Snacks and beverages provided outside of the NSLP or CACFP snack programs must meet the Alliance's Competitive Foods and Beverage Guidelines.</p> <p><i>Chart located in Resource Database</i></p>
<b>706</b>	<p>Afterschool programs (academic enrichment and tutoring) that serve snacks incorporate nutrition education (ELE, MS)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal Before and Afterschool Director</p>	<p>Describe how afterschool programs that serve snacks provide nutrition education opportunities for all students.</p>
<b>707</b>	<p>School provides opportunities for students to participate in daily physical activity during the school day (excluding recess and physical education) (ELE, MS, HS)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Wellness Council Chairperson</p>	<p>Describe how the school integrates structured physical activity breaks into daily activities for all students. Schools pursuing Gold level recognition must demonstrate implementation of a variety of different physical activity opportunities available to all students throughout the school day.</p>
<b>708</b>	<p>School utilizes community resources to provide physical activity and/or nutrition education opportunities before or after school (ELE, MS, HS)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Wellness Council Chairperson</p>	<p>Describe how the school utilizes community resources to provide physical activity and nutrition education opportunities for students.</p>
<b>709</b>	<p>School connects students and families with physical activity opportunities in the community (ELE, MS, HS)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Principal School Wellness Council Chairperson</p>	<p>Describe how physical activity opportunities in the community are promoted by the school.</p>

## Healthy Schools Program Inventory Worksheet

	Inventory Question	People Who Will Likely Know	Evidence of Success
710	School actively supports and promotes walking or bicycling to and from school (ELE, MS, HS)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Identify strategies the school uses to promote walking and bicycling to and from school:
711	School policies and practices support that physical activity is not used for or withheld as punishment for students (ELE, MS, HS)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Provide the highlighted section of a policy, a policy statement or relevant letters to school staff, parents/families or students that support that physical activity is not used or withheld as punishment for students.  <b>OR</b> Clearly explain how school practices support that physical activity is not used or withheld as punishment for students.
712	School offers a range of competitive physical activity opportunities (intramural or interscholastic sports) for all grades before or after the school day (MS, HS)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson Athletic Director	Document the school's monthly competitive physical activity opportunities (intramural or interscholastic sports) before or after the school day. <i>Chart located in Resource Database</i>
713	School offers a range of non-competitive physical activity opportunities aimed at engaging students in fun, recreational and life-long learning opportunities before or after the school day for all grades (MS, HS)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson	Document the school's monthly non-competitive physical activity opportunities aimed at engaging students in fun, recreational and life-long learning opportunities before or after the school day. <i>Chart located in Resource Database</i>
714	School provides access to before and after school offerings by making transportation options available (MS, HS)  <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal School Wellness Council Chairperson District Transportation Director	Describe the transportation options that are offered to students attending before and afterschool programs.



# Northern California Region – Marin Sonoma Service Area

## GRANT APPLICATION – Workplan 2013



**Organization Name:** Santa Rosa City Schools (SRCS)

**Project Name:** Thriving Schools/Alliance for a Healthier Generation

**Contact Name:** Rachel Monarrez **Contact Phone:** 707-528-5272

**Contact email:** rmonarez@srcs.k12.ca.us **Date Workplan Submitted** October 11, 2013

Use this table to summarize your proposal. It will expand as you type. Copy this table to include additional goals, if necessary.

<b>Goal:</b>	Implement Thriving Schools and Alliance for a Healthier Generation Healthy Schools Program to increase the wellness of students, staff and faculty of SRCS.						
<b>Target Population:</b>	Elementary School students, staff and faculty			<b>Number of People Served:</b>	Approximately 5300		
Objective	Activities	Timeline		Expected Outcome(s)	Responsible Staff	Evaluation Method(s)	Challenges
		Start Date	Target End Date				
Hire a Launching Wellness Champion (LWC) at each of the 12 schools	<ul style="list-style-type: none"> <li>Create job description with SRTA</li> <li>Announce job to potential candidates</li> <li>Select LWC for each school</li> </ul>	November 1	January 1	12 LWCs will be selected	Rachel Monarrez	<ul style="list-style-type: none"> <li>Job description on file</li> <li>Position secure</li> </ul>	Increased timeline due to systematic challenges associated with SRTA
Complete needs assessment at each of the 12 schools and at the district level	<ul style="list-style-type: none"> <li>Receive training from Alliance on needs assessment process</li> <li>Administer the needs assessment</li> <li>Work with Alliance to evaluate the data</li> </ul>	November 1	March 1	Needs assessments completed and aggregated	LWC and Alliance	Needs assessment tool	none



Develop & implement action plans based on needs assessment	<ul style="list-style-type: none"> <li>Receive training from Alliance on the action plan</li> <li>Meet with school Wellness Committees to develop action plan</li> <li>Receive resources from Alliance to support action plan</li> <li>Implement action plan</li> </ul>	November 1	June 1	One-three areas of Healthy Schools Program framework will be improved: <ol style="list-style-type: none"> <li>policy/systems</li> <li>school meals</li> <li>competitive foods &amp; beverages</li> <li>health education</li> <li>employee wellness</li> <li>physical education</li> <li>student wellness</li> </ol>	LWC and Alliance	Alliance for a Healthier Generations level award criteria	A new program for the system entails a lot of new procedures and processes to learn and implement.
Increase participation in iDO26.2 throughout all 12 schools	<ul style="list-style-type: none"> <li>Assess current participation levels of iDO26.2 in 12 schools</li> <li>Create a plan with iDO26.2 to incentivize participation</li> <li>Design a system to track all physical activity through <a href="http://fireupyourfeet.org">fireupyourfeet.org</a></li> </ul>	November 1	June 1	An increase of 30% participation in iDO26.2  Registered participation of at least 5 elementary schools with <a href="http://fireupyourfeet.org">fireupyourfeet.org</a>	LWC and Alliance	At least 60% of iDO26.2 participants will complete 26.2 miles  At least 5 elementary schools will register with <a href="http://fireupyourfeet.org">fireupyourfeet.org</a>	Parent participation in Fire Up Your Feet





**KAISER PERMANENTE**

Northern California Region – Marin Sonoma Service Area

**GRANT APPLICATION – Workplan 2013**



<b>Goal:</b>							
<b>Target Population:</b>				<b>Number of People Served:</b>			
Objective	Activities	Timeline		Expected Outcome(s)	Responsible Staff	Evaluation Method(s)	Challenges
		Start Date	Target End Date				

Kaiser Permanente Community Benefit Northern California Region - Marin Sonoma Service Area  
**GRANT APPLICATION - Budget**

Organization Name: Rosa City Schools

Project Title: Thriving Schools/Alliance for a Healthier Generation

Budget Contact Name,Phone and email: Rachel Monarrez, 707-528-5272

PROJECT BUDGET	TOTAL BUDGET	Other Revenue Sources	In-Kind (if applicable)	Request from Kaiser Permanente	Budget Justification (Narrative)
<b>PERSONNEL/STAFFING EXPENSES</b> (List title and % FTE on project)					
1. Oversight Curriculum & Instruction Admin	\$ 5,000.00		\$ 5,000.00		.03% of salary
2 Oversight Coordinator Curriculum & Instruction	\$ 2,000.00		\$ 2,000.00		.02% of salary
3					
4					
<b>Subtotal, Personnel/Staffing Expenses</b>					
<b>Benefits ( _____ % of Personnel)</b>					
<b>NON-PERSONNEL EXPENSES</b>					
Rent					
Office Supplies					
Equipment Supplies					
Communications (Telephone, Internet, etc.)					
Travel					
Training/Conferences					
<b>Other:</b>					
1. Materials/Resources	\$ 2,000.00			\$ 2,000.00	copying, print of on line resources, incentives, equipment, refreshments for meetings
2					
3					
<b>INDIRECT/OVERHEAD EXPENSE</b> _____% of Expenses* (Expenses = Personnel + Non-Personnel)	\$ 1,000.00			\$ 1,000.00	district payroll and accounting expenses

Kaiser Permanente Community Benefit Northern California Region - Marin Sonoma Service Area  
**GRANT APPLICATION - Budget**

Organization Name: Rosa City Schools

Project Title: Thriving Schools/Alliance for a Healthier Generation

Budget Contact Name,Phone and email: Rachel Monarrez, 707-528-5272

PROJECT BUDGET	TOTAL BUDGET	Other Revenue Sources	In-Kind (if applicable)	Request from Kaiser Permanente	Budget Justification (Narrative)
<b>OTHER COSTS</b>					
Subcontracts/Consultants: iDO26.2	\$ 4,000.00			\$ 4,000.00	Implement iDO26.2 in 12 elementary schools
Stipends: 12 Launching Wellness Champion	\$ 18,000.00			\$ 18,000.00	5 hours a month X \$42.00 for 7 months
<b>TOTAL EXPENSES (Personnel + Non-Personnel + Other Costs)</b>	<b>\$ 25,000.00</b>			<b>\$ 25,000.00</b>	

\*Maximum of 15% of project's total direct costs

Note: Total Expenses for "Request from Kaiser Permanente" should match the request amount.



**I. ORGANIZATION NAME & PROJECT TITLE**

Organization Name	Santa Rosa City Schools (SRCS)
Project Title	Thriving Schools/Alliance for a Healthier Generation

**II. KAISER PERMANENTE FUNDING**

Current/prior funding received from Kaiser Permanente (list below)

Date	Amount	Project Title	KP contact person or area

**III. OTHER FUNDERS**

List other funding received for this project, and other sources to which this proposal has been submitted. (Please check committed or solicited for each source)

Organization	Amour	<input type="checkbox"/> Committed <input type="checkbox"/> Solic
Organization	Amour	<input type="checkbox"/> Committed <input type="checkbox"/> Solic
Organization	Amour	<input type="checkbox"/> Committed <input type="checkbox"/> Solic

**IV. KAISER PERMANENTE INVOLVEMENT**

List Kaiser Permanente physicians and/or employees involved with your organization and/or project, and their involvement with your organization.

Name	Department/Title	<input type="checkbox"/> Past <input type="checkbox"/> Current <input type="checkbox"/> Volunteer <input type="checkbox"/> BOD
		<input type="checkbox"/> Past <input type="checkbox"/> Current <input type="checkbox"/> Volunteer <input type="checkbox"/> BOD
		<input type="checkbox"/> Past <input type="checkbox"/> Current <input type="checkbox"/> Volunteer <input type="checkbox"/> BOD
		<input type="checkbox"/> Past <input type="checkbox"/> Current <input type="checkbox"/> Volunteer <input type="checkbox"/> BOD

Did a Kaiser Permanente physician and/or employee refer you?

No  **Yes** If Yes, list the area/department name and contact name  
 Jeannie Dulberg, Public Affairs Community Benefit

Have you made this request to other Kaiser Permanente areas or are you considering submitting to other Kaiser Permanente areas/departments?

No  **Yes** If Yes, list the area/department name and contact name. Regional Community Benefit



**V. SUSTAINABILITY OF PROJECT**

What are your long-term strategies for supporting this project, including other funding you are pursuing?

Alliance for a Healthier Generation has made a four-year commitment for providing on-going support for this project.

If you do not receive the full requested funding from Kaiser Permanente, how will this impact the implementation or sustainability of the project?

SRCS was approached by Kaiser Permanente to implement this project and has invited our application for funding.

Please describe potential opportunities for Kaiser Permanente to be involved in your proposed project in addition to funding support. (i.e. use of KP volunteers, participation on an advisory committee, partnering on a media campaign, providing clinical guest speakers, etc.)

We are partnering with Kaiser Permanente on a media campaign through Press Democrat newspaper and would invite participation of KP volunteers and guest speakers on this subject.

**VI. GEOGRAPHICAL AREA SERVED**

Check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Cloverdale                            | <input type="checkbox"/> Corte Madera      |
| <input type="checkbox"/> Healdsburg                            | <input type="checkbox"/> Marin City        |
| <input type="checkbox"/> Petaluma                              | <input type="checkbox"/> Mill Valley       |
| <input type="checkbox"/> Rohnert Park / Cotati                 | <input type="checkbox"/> Novato            |
| <input type="checkbox"/> Sebastopol / Occidental / West County | <input type="checkbox"/> San Anselmo       |
| <input checked="" type="checkbox"/> X <b>Santa Rosa</b>        | <input type="checkbox"/> San Rafael        |
| <input type="checkbox"/> Sonoma Valley                         | <input type="checkbox"/> Terra Linda       |
| <input type="checkbox"/> Windsor                               | <input type="checkbox"/> West Marin County |
| <input type="checkbox"/>                                       |  |

**VII. FUNDING PRIORITY**

Please check the priority area(s) your application proposes to address, within the appropriate geographic area.

**Santa Rosa Medical Center (includes Sonoma County with the exception of the town of Sonoma and Petaluma)**

<input type="checkbox"/>	<b>Access to health insurance coverage and health care services</b> Increase the <b>number of low income people enrolled</b> in or maintaining health insurance coverage.
<input type="checkbox"/>	<b>Access to health insurance coverage and health care services</b> Increase <b>access to health care services</b> for low income and uninsured individuals.
<input checked="" type="checkbox"/> X	<b>Overweight and Obesity</b> Increase <b>consumption of fresh fruits and vegetable</b>
<input checked="" type="checkbox"/> X	<b>Overweight and Obesity</b> Increase <b>physical activity in community settings</b> (e.g., safe walking and biking routes, parks, joint use agreements).
<input checked="" type="checkbox"/> X	<b>Overweight and Obesity</b>



	Increase <b>physical activity in institutional settings</b> (e.g., school, after school, work-sites).
<input type="checkbox"/>	<b>Oral Health</b> Support <b>outreach and education</b> regarding preventive dental services for children.
<input type="checkbox"/>	<b>Oral Health</b> Support <b>planning for expanded dental services at safety net clinics</b>

**San Rafael Medical Center (includes Marin County and the cities of Sonoma and Petaluma)**

<input type="checkbox"/>	<b>Access to health insurance coverage and health care services</b> Increase the number of low income people enrolled in or maintaining health insurance coverage.
<input type="checkbox"/>	<b>Access to health insurance coverage and health care services</b> Increase <b>access to health care services</b> for low income and uninsured individuals.
<input type="checkbox"/>	<b>Overweight and Obesity</b> Increase <b>consumption of fresh fruits and vegetable</b>
<input type="checkbox"/>	<b>Overweight and Obesity</b> Increase <b>physical activity in community settings</b> (e.g., safe walking and biking routes, parks, joint use agreements).
<input type="checkbox"/>	<b>Overweight and Obesity</b> Increase <b>physical activity in institutional settings</b> (e.g., school, after school, work-sites).
<input type="checkbox"/>	<b>Alcohol, Tobacco and Other Drug use</b> Decrease high-risk drug and alcohol use.
<input type="checkbox"/>	<b>Alcohol, Tobacco and Other Drug use</b> Decrease tobacco use.
<input type="checkbox"/>	<b>Sustainable Safety Net</b> Improve the financial health and sustainability of Safety Net providers in Marin and Southern Sonoma County.
<input type="checkbox"/>	<b>Disproportionately high rates of breast cancer</b> Increase access to and use of regular breast cancer screening and treatment.