



Local School Wellness Policy *Guide for Development*

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Join the Georgia State Team!

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Attachments:

1. Georgia State Profile 2002 developed by Action for Healthy Kids
2. Health of Georgia's Students (developed by CDC)
3. Georgia Overweight and Obesity Fact Sheet (Obesity, physical activity, nutrition)
4. Memo to all Superintendents (dated Oct 15, 2005) from the Georgia Department of Education regarding Federal Requirement for a Local Wellness Policy
5. Georgia School Boards Association, *Policy Update* Newsletter, Nov 2005 issue

Section I. Purpose

The purpose of this guide is to outline a three-step process for local education agencies to use in developing their own local wellness policies based on the requirement of the Child Nutrition and WIC Reauthorization Act of 2004 (PL # 108-265) (see Appendix A). The guide also contains examples of provisions to include in your local wellness policy and links to other resources. Georgia Action for Healthy Kids (GA-AFHK) based this resource on guidance from the Georgia Department of Education, Georgia School Boards Association, National Action for Healthy Kids, and the US Department of Agriculture (USDA) guidelines as of May 1, 2005, and on the experience of successful schools in Georgia and around the U.S.

This guide is not intended for adoption in its entirety by schools, unless they so choose. It is intended for schools to use as a tool in drafting their own policies. Schools may choose to alter this guide, based on community input, to address local concerns and meet local needs.

Section II. Background Information

To help combat childhood obesity and improve children's health, the Child Nutrition and WIC Reauthorization Act of 2004 (PL # 108-265) requires each local educational agency that receives funding for U.S. Department of Agriculture (USDA) Child Nutrition Programs to establish a local school wellness policy by the beginning of 2006-2007 school year.

With this new requirement, the U.S. Congress recognizes that schools play a critical role in creating a healthy environment for the prevention of childhood obesity and for combating problems, like Type 2 diabetes, that are associated with poor nutrition and physical inactivity. This law places the responsibility of developing a school wellness policy at the local level, so the individual needs of each school district can be addressed most effectively.

The following are the minimum components of the local wellness policy. In addition to these minimum components, the process of developing and implementing the local wellness policy must involve parents, students, school district representatives, school board, school administrators, and the public.

1. Goals for nutrition education
2. Goals for physical activity
3. Goals for other school-based activities that are designed to promote student wellness
4. Establishing nutrition guidelines for all foods available on each school campus under the local education agency during the school day
5. Setting goals for measuring and evaluating implementation

Section III. Local Wellness Policy Development – The Process

This three-step process is designed to meet the federal requirements for a local school wellness policy and to support student health and student achievement in Georgia schools. This process is only guide and recognizes that local school districts may already have an existing process for policy development in place. Local school districts must do what works for their school district and community.

Step 1: Gather Input and Assess Current Situation

1a) Assemble Your Team – The Team Approach

At a minimum, the 2004 federal legislation requires that parents, students, representatives of the school food authority, the school board and school administrators, and the public, be involved in developing a local wellness policy. Input can be coordinated through an existing school committee, like a Health Committee or School Health Council. Local stakeholders can be invited to participate in the process and to provide necessary resources and assist schools in developing appropriate, science-based wellness policies. Example of potential stakeholders include:

Representatives from schools, especially health and physical education teachers, school nurses, finance, facility and school nutrition directors/managers.

Health care providers and hospitals, especially pediatricians, endocrinologists, dietitians, public health professionals, dentists, and orthodontists

Public health departments, such as School Health Coordinator, Health Promotion Coordinator, Nurses, Dietitians and environmental health specialists.

Local Chapters of non-profit health organizations like the American Cancer Society, American Diabetes Association, and American Heart Association

Physical activity groups, like YMCA/YWCA, youth sports leagues, and commercial fitness centers

Community youth organizations like Boys and Girls Clubs, Boy/Girls Scouts of America, and faith-based groups for young people

University departments and other government agencies, esp. those involved in nutrition, physical activity, and education (e.g., Cooperative Extension Service)

1b) Assess Your School District and Community Needs

Before establishing the required goals and guidelines, school districts are encouraged to gather baseline information and determine what changes are appropriate for their local situation. The following data sources and tools can assist with this assessment process

Georgia School and Health Data

- Georgia's School Profile developed by Action for Healthy Kids (see attached)
http://www.actionforhealthykids.org/state_profile.php?state=GA
- Health Status of Georgia's Students (see attached)
<http://www.cdc.gov/HealthyYouth/obesity/pdf/Georgia.pdf>
<http://health.state.ga.us/pdfs/publications/factsheets/ChildOverweightSummary.pdf>

Tools to assess existing policies, programs and areas that need improvement

- **CDC's School Health Index** <http://apps.nccd.cdc.gov/shi/>
- **USDA's Changing the Scene** www.fns.usda.gov/tn/Resources/support.pdf
- **Action for Healthy Kids Wellness Policy Tool** to search existing or model policies in all 50 states for each of the policy components
http://www.actionforhealthykids.org/resources_wp.php?page=goals

Step 2: Develop and Approve Local School Wellness Policy

2a) Develop Local School Wellness Policy

Once the local school district has developed a team and completed its assessment, school districts can develop goals to address their specific situation for each component that needs to be addressed in the local wellness policy. The following steps are suggested:

i) **Copy and paste the template** (developed by the Action for Healthy Kids) in Appendix B into a Microsoft Word document to guide the development of the district's wellness policy.

ii) For each local wellness policy component, **determine the goals** to include in the overall local wellness policy. For example, under Nutrition Education component there are three key areas to consider: classroom teaching, education links outside the classroom and teacher training. Section three of this document provides optional provisions developed by the Georgia Department of Education to help local districts develop goals.

Goals and guidelines can be developed to best fit the needs and concerns of each local school – and they may be adapted over time. As the initial goals are met, new nutrition and physical activity goals can be chosen with community input. For example, guidelines for food in schools may also be strengthened over time, if a step-wise or gradual approach is most appropriate in a local school.

iii) For each component, draft/write a local wellness policy statement(s). Use the template from GA-AFHK to record these drafts. Instead of starting from scratch, **review existing model or sample policies** for each component. Select or adapt existing policy samples that will meet the goals identified in ii) (above).

Model and sample policies are available at:

- **Georgia School Boards Association** local wellness policy prototype (see attached November 2005 GSBA Newsletter)
- **Action for Healthy Kids Wellness Policy Tool** to search existing or model policies in all 50 states for each of the policy components
http://www.actionforhealthykids.org/resources_wp.php?page=goals
- **USDA, Team Nutrition**
www.fns.usda.gov/tn/Healthy/wellnesspolicy.html

Remember to Make Your Goals Measurable!

Example:

Measurable: Students will be provided 30 minutes to be physically active everyday

Non-measurable: Students will be encouraged to be physically active

Tips for Writing Policies

(Adapted from the National Association of State Boards of Education, "Fit, Healthy and Ready to Learn" (<http://www.nasbe.org/HealthySchools/fithealthy.html>) and USDA Team Nutrition Website)

- Use language that is simple, clear, specific and accurate
- Avoid jargon
- Be concise and brief
- Consider including several policy options from which decision makers can choose
- Include rationale for policy, describe the benefits of adopting it and any financial implications of each policy option
- Be consistent with other initiatives that promote student wellness and the visions for student learning
- Draft a plan for implementing and measuring the new policy while you are drafting the policy itself (Ask yourself Is the policy measurable? What indicators will be used for monitoring the implementation of the policy? How often will it be evaluated?)
- Be sure to include provisions for evaluation and periodic review.

iv) **Garner support** throughout the school district and the local community to ensure that the policy is adopted smoothly and widely implemented. Engage local media to increase awareness of the local school district effort.

The following resources can assist in educating various audiences about your local wellness policy initiative:

USDA's Changing the Scene: Improving the School Nutrition Environment – A guide to local action <http://www.fns.usda.gov/tn/Resources/changing.html>

Making It Happen – School Nutrition Success Stories
<http://www.fns.usda.gov/tn/Resources/makingithappen.html>

2b) Seek Approval and Adoption of Your Policy

Once the district's local school wellness policy has been developed, school board approval must be obtained using all appropriate and legal timelines and procedures. The federal Child Nutrition legislation does require that any local educational agency participating in USDA school meals programs must establish a local wellness policy by the beginning of school year 2006-2007. Local school boards of education must adopt wellness policies no later than the first day of the school year which begins after June 30, 2006.

Step 3: Implement and Evaluate Your Local School Wellness Policy

Approving a Local School Wellness Policy is just the first step toward creating an environment that supports student health and achievement. The federal legislation requires a plan for measuring the implementation of the policy, including the designation of one or more persons with responsibility for ensuring that the school meets the local wellness policy. Implementation can occur all at once or may be phased in over time. A solid implementation plan will help determine the best approach for your district, the resources needed and buy-in needed from schools and the community.

Tools and resources are available to help implement components of the wellness policy to prevent reinventing the wheel:

http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_tools.html

Developing a good evaluation plan that is simple can help answer some basic questions important to policymakers

Here are some basic evaluation questions to get you started (from USDA Team Nutrition, Local Wellness Policy)

- **What changes to nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in each school as a result of the district wellness policy?** For example:
 - Did the number of students participating in nutrition education change?
 - Did the students have a different number of minutes of physical activity?
 - Did any of the campuses change available food options?
 - Did participation in the National School Breakfast or Lunch Program change?
- **Did the policy and implementation address the issues identified in the needs assessment?** For example:
 - Is it making a difference?
 - What's working?
 - What's not working?
- **How can the impact of the policy be increased to enhance its effect on student health and academic learning?**

A School Health Council (SHC) or Committee can be useful in the implementation and evaluation process. In order to insure a smooth and consistent implementation of a locally approved policy, a SHC can help to educate the school and community about the requirements for a policy – and its importance for children in Georgia schools. The Council can also be involved in measuring progress towards local goals related to nutrition, physical activity, and student wellness.

Section IV. Optional Provisions of a Local School Wellness Policy

This section provides optional provisions for each component of the local wellness policy. These are optional provisions, not requirements, your district may choose to consider including in your policy. A sample prototype of the wellness policy rationale is provided below. Also see the attachment from the Georgia School Board's Association sample local wellness policy prototype.

Sample Local Wellness Policy Prototype

Rationale:

The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, like Type 2 diabetes. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

Goal:

All students in _____ School District shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff in _____ School are encouraged to model healthful eating and physical activity as a valuable part of daily life.

To meet this goal, the _____ School District adopts this school wellness policy with the following commitments to nutrition education, physical activity, nutrition guidelines, other school-based activities and implementation. This policy is designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff, taking into consideration differences in culture.

Goals for Nutrition Education

- Sequential nutrition education is integrated into core curriculum areas of math, science, reading and language arts
- Schools are USDA Team Nutrition schools
- Schools follow Georgia health education curriculum
- The school cafeteria serves as a learning laboratory to support classroom instruction through menu offerings, point-of-sale information, signage, etc
- School nutrition program staff are professionally prepared in the area of nutrition/nutrition education and serve as a resource to classroom teachers

- Nutrition information taught by classroom teachers is reviewed by a qualified, credentialed nutrition professional
- Classroom and cafeteria nutrition instruction/information is scientifically-based
- Nutrition information is shared with students, school staff, families and the broader community through health fairs, publications, etc.
- Students receive nutrition messages throughout the school that are consistent with classroom instruction
- Nutrition education is linked to any school health or school nurse program

Goals for Physical Activity

- Physical activity or recess is not used as reward or punishment.
- Patterns of physical activity are encouraged in students' lives outside of physical education and take into consideration the need for energy balance.
- Physical activity/movement is integrated across the curriculum and teachers are professionally prepared to implement appropriately
- Physical education is the environment where students learn, practice and are assessed on developmentally-appropriate motor skills, social skills and knowledge
- Credentialed physical education instructors teach physical education classes
- Student/teacher ratios in physical education classes are comparable to other classes
- Time allotted to physical education is consistent with research, national and state standards.
- A recess period is provided daily, preferably before lunch.
- Physical education includes instruction in individual activities as well as competitive and non-competitive team sports
- Adequate equipment is available for all students to participate in physical education/activity.
- The school environment provides for a safe and enjoyable activity for all students including those who are not athletically gifted.
- Schools work with families and communities to assist them in incorporating safe physical activity into their daily lives and community infrastructure, respectively
- School facilities are available outside the school day to encourage physical activity
- Students participate in periodic fitness assessments

See Appendix C for physical activity resources.

Goals for Other School-Based Activities

- Schools sponsor a school health committee/council for the purpose of evaluating the school environment (through the application of CDC's School Health Index or another comparable assessment tool) and the school's policy implementation
- The after-school environment includes physical activity and promotes healthy eating habits

- Classroom teachers and appropriate school staff are provided with assistance in detecting student health problems that may impact learning
- Schools provide for safe, clean and hygienic restrooms

Nutrition Guidelines

- Students at all grade levels shall have choices daily menus and choices within food items represented on the day's menu
- Foods sold in vending machines, snack bars, school stores, concession stands and foods served as refreshments at school parties and events shall be consistent with the 2005 Dietary Guidelines for Americans (see Appendix D for guidelines and options)
- In the school's lunch program a minimum participation of 70% shall be maintained in high schools, 80% participation in middle schools, and 90% participation in elementary schools
- School lunches meet menu criteria found in the Healthier US School Challenge
- Fundraising sponsored by the school or school groups shall be limited to non-food sales (see Appendix E for alternative fundraising ideas)
- To promote behavior change and healthy school meal consumption, students shall be encouraged to test healthy food items with which they are not familiar.
- A la carte sales by the school's nutrition program shall be limited to foods offered as part of the school meal and shall be served in the same portions as served in the school meal
- Healthy food options consistent with the 2005 Dietary Guidelines for Americans are available whenever food of minimal nutritional value are available for sale at school
- Frying as a means of food preparation for school meals shall be limited; items should be baked rather than fried
- Pre-prepared commercial foods served in the school meal program shall be evaluated for sodium, cholesterol and fat
- Fortified foods/beverages shall be evaluated for nutrients that would otherwise be available in food/beverages when nutrients naturally occur
- Students and parents are formally surveyed about their food and nutrition needs at school.
- The sale price of meals shall be controlled to encourage student purchases but should be adequate to provide healthy foods, such as fresh produce
- Healthy food choices shall be available at extracurricular activities when food is sold
- Drinking water is available free of charge to students at meals and throughout the day
- Commercial advertising of foods and beverages is restricted
- Schools promote breakfast as a means to enhance academic achievement
- Foods and beverages are not used as reward or punishment (see Appendix F for non-food reward ideas)

- Foods and beverages available at school shall meet the nutritional needs of students over their school career, including deficiencies (such as iron, calcium and fiber) and excesses (such as fats, sodium, cholesterol, calories)
- Nutritional composition of all foods and beverages whether part of reimbursable meal or other food sales is posted for student's information
- The school meal program budgets to provide foods that meet the nutritional needs of culturally diverse populations including, for example, milk alternates for lactose intolerant students
- Student participation in the school breakfast program is encouraged through scheduling and innovative food delivery
- Where financially feasible offer breakfast at no charge to all students to remove any stigma of the meal being only for students eligible for 'free' meals
- Students have adequate time to eat school meals after being seated
- Foods served in the school meal program are developmentally appropriate and encourage consumption within time allotted
- Lunch is scheduled as near to the middle of the school day as possible
- Serving areas are adequate to ensure students do not have to wait too long in line
- Seating is available to facilitate students' eating within time allotted
- Food storage and preparation facilities and equipment are adequately funded and available to meet the needs of preparing and storing healthy foods
- Dining areas are attractive
- Staff who supervise student dining are trained to encourage healthy eating patterns through a positive daily experience
- All foods available on campus adhere to food safety standards
- Each preparation site is represented by at least one person credentialed in food safety.
- Sanitation deficiencies cited on local inspections are corrected immediately, including facility deficiencies

See Appendix G for marketing nutrition guidelines.

Measuring Implementation

As required, each school district must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the school is meeting the policy.

Developing and adopting a sound policy is only the beginning. The adoption of a policy does not automatically mean that it will be implemented. Implementation requires good planning and management skills, the necessary resources, consistent oversight, and widespread buy-in by school staff and the local community. Leadership, commitment, communication and support are the keys to your success. Implementation can occur all at once or may be phased-in over time. Your team is in the best position to determine which approach is likely to be most effective in your district.

- Establish and support a School Health Council (SHC) that addresses all aspects of a coordinated school health program, including a school wellness policy.
- Conduct a review of the progress toward school wellness policy goals each year to identify areas for improvement.
- Prepare and submit a yearly report to the school board regarding the progress toward implementation of the school wellness policy and recommendations for any revisions to the policy as necessary.

Appendix A. Child Nutrition and WIC Reauthorization Act of 2004

Section 204 of Public Law 108-265—June 30, 2004 Child Nutrition and WIC Reauthorization Act of 2004

SEC. 204 LOCAL WELLNESS POLICY

(a) **IN GENERAL** - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C.1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

(b) TECHNICAL ASSISTANCE AND BEST PRACTICES. -

(1) **IN GENERAL.** - The Secretary, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local educational agencies, school food authorities, and State educational agencies, on request, information and technical assistance for use in—

- (A) Establishing healthy school nutrition environments;
- (B) Reducing childhood obesity; and
- (C) Preventing diet-related chronic diseases.

(2) **CONTENT.** - Technical assistance provided by the Secretary under this subsection shall—

- (A) Include relevant and applicable examples of schools and local educational agencies that have taken steps to offer healthy options for foods sold or served in schools;
- (B) Include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (C) Be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies; and
- (D) Be for guidance purposes only and not be construed as binding or as a mandate to schools, local educational agencies, school food authorities, or State educational agencies.

(3) FUNDING. –

(A) IN GENERAL. – On July 1, 2006, out of any funds in the Treasury not otherwise appropriated, the Secretary of the Treasury shall transfer to the Secretary of Agriculture to carry out this subsection \$4,000,000, to remain available until September 30, 2009.

(B) RECEIPT AND ACCEPTANCE. – The Secretary shall be entitled to receive, shall accept, and shall use to carry out this subsection the funds transferred under subparagraph (A), without further appropriation.

Appendix B. Draft Wellness Policy Template

Name of Local Education Agency _____

Setting Nutrition Education Goals

[Cut and paste policy language for this area]

Setting Physical Activity Goals

[Cut and paste policy language for this area]

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness

[Cut and paste policy language for this area]

Establishing Nutrition Guidelines for All Foods Available on School Campus and During the School Day

[Cut and paste policy language for this area]

Setting Goals for Measurement and Evaluation

[Cut and paste policy language for this area]

Appendix C. Physical Activity Resources

National Association for Sport and Physical Education

<http://www.aahperd.org/naspe>

This site provides the latest resources for health and physical activity. It includes the national standards for physical education along with physical activity guidelines for children.

California Dept. of Education: Academic Achievement and Physical Fitness

www.cde.ca.gov/nr/ne/yr02/yr02rel37.asp

This study, released in December 2002, supports the connection between physical fitness levels of students in grades 5, 7, and 9 – and student performance of CA Department of Education Achievement Tests.

Centers for Disease Control and Prevention (CDC)

www.cdc.gov/nccdphp/dnpa/

The CDC site is an essential resource for nutrition and activity issues. Search for surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national activity campaigns, like Kids Walk-to-School and Turn Off Your TV.

FITNESSGRAM

<http://www.cooperinst.org/ftginfo.asp#Overview>

Health related fitness assessment using scores that are evaluated against objective criterion standards that indicate a level of fitness necessary for health. The standards were established by the FITNESSGRAM Scientific Advisory Committee. Technical information on the fitness assessments and standards is available in their Reference Guide. Computer software is also available for tracking scores and reporting progress to parents.

PE4life <http://pe4life.org/>

This organization inspires active, healthy living by advancing the development of quality, daily physical education programs for all children. The site features a free newsletter and action kit, as well as information about PEP grants and National PE Day.

President's Challenge ~ You're It. Get Fit! www.presidentschallenge.org/

Physical activity and awards program for Americans of ALL ages. Site offers activity logs for kids, teens, and adults (you can register you whole school), as well as cool online tools and ways to win awards for activity.

Take 10!

www.take10.net/

Take 10 is a classroom-based physical activity program for kindergarten to fifth grade students, which is linked to academic learning objectives. The goal is to get American kids moving more – ten minutes at a time.

Appendix D: Nutrition Guidelines

GOAL: The goal of establishing guidelines for all foods and beverages served or sold during the school day (outside of Child Nutrition Programs that follow USDA guidelines) is to improve the nutritional intake of Georgia’s children. This can be done with a combination of two strategies.

1. **Adding more nutrient-rich, appealing options** whenever foods and beverages are sold (or otherwise offered), including vending machines, school stores, parties, celebrations, social events, concessions stands at sporting and academic events, , and other school functions. Possible options include fruits and vegetables (fresh, canned, and dried); nuts, seeds, and trail mix; beef jerky and peanut butter; reduced-fat dairy products (milk, cheese, yogurt, frozen yogurt, and smoothies); 100% juice, and water.
2. **Limiting intake of discretionary calories** (in the venues described above). These are calories from fat and added sugar that provide few if any important nutrients (like protein, vitamins, minerals, fiber, etc.). As described in the 2005 Dietary Guidelines for Americans, discretionary calories **include intrinsic fats in the basic food groups** (like the fat in whole milk versus low-fat milk), **most solid fats** (like butter and margarine), and **all added sugars**. Limiting intake of discretionary calories can be done both by limiting portion size of and access to regular soft drinks, sweetened tea, candy, cookies, and high-fat snacks (regular potato chips, corn chips, crackers, sausage sticks, etc.).

MARKETING:

The goal of improving nutritional intake can also be accomplished by applying basic marketing strategies to sales of healthful options. Schools can consider the four P’s when establishing guidelines for foods and beverages served or sold during the school day:

- **Product:** Vendors and companies have increasing numbers of products available – many with a more healthful profile than traditional snack foods and beverages.
- **Placement:** The sales of more nutrient-rich foods and beverages can be increased by placing them in “prime” locations –like at students’ eye level in a vending machine.
- **Price:** Another way to increase the sales of healthful items is to offer them at a lower cost. For example, water can be sold for \$.25 to .50 less than regular soft drinks.
- **Promotion:** There are many creative ways to promote healthy options – like offering samples of new healthful products or giving discount coupons during the introductory period.

For more information on these strategies and schools that have successfully increased healthful food and beverage options, read: **Making It Happen! School Nutrition Success Stories**

www.fns.usda.gov/tn/Resources/makingithappen.html

EXAMPLES: The following sets of guidelines are for discussion purposes only. Schools can use these guidelines and others from the sources listed below to begin the discussion on what is appropriate for the health of students, based on the community input mandated by PL # 108-265.

Colorado Department of Education:

www.cde.state.co.us/cdenutritran/nutriSB04-103.htm

Philadelphia Public Schools:

www.philsch.k12.pa.us/offices/foodservices/bevpol04.pdf

South Carolina Department of Education:

www.fns.usda.gov/tn/Healthy/SC_report.pdf

Texas Department of Agriculture School Nutrition Policy: www.squaremeals.org/

EXAMPLE #1: NUTRITION STANDARDS FOR VENDING

Nutrition Standards Intent/Rationale:

The _____ School District strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting, the school has adopted the following nutrition standards governing the sale of food, beverage, and candy on school grounds. Schools are encouraged to study these standards and develop building policy using the following Nutrition Standards as minimal guidelines.

Food:

- Encourage the consumption of nutrient dense foods, i.e. WHOLE GRAINS, FRESH FRUITS, VEGETABLES, and REDUCED-FAT DAIRY PRODUCTS.
- Any given food item for sale prior to the start of the school day and throughout the instructional day, will have no more than 30% of its total calories derived from fat.
- Any given food item for sale prior to the start of the school day and throughout the instructional day, will have no more than 10% of its total calories derived from saturated fat.
- Nuts and seeds with minimal added fat in processing (no more than 3 grams of added fat per 1.75 ounce or less package size) and reduced-fat dairy products are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat.
- It is recognized that there may be rare occasions when the school principal may allow a school group to deviate from these Standards, but those special occasions must be recorded and included in the Nutrition & Physical Activity Advisory Council Annual Report.

Beverages:

- ONLY reduced-fat milks (including flavored milk), water, and beverages containing 50-100% fruit juices with no added artificial or natural sweeteners may be sold on school grounds immediately prior to and throughout the instructional day. This standard will be phased-in over the next three school years in the following way:
- 2005-2006 School Year: Add reduced-fat milks (including flavored milk), bottled water, 50-100% fruit juices with no added artificial or natural sweeteners to beverages sold on school grounds.
- 2006-2007 School Year: ONLY reduced-fat milks (including flavored milk), bottled water, and beverages containing 50-100% fruit juices with no added artificial or natural sweeteners, may be sold or distributed on school grounds prior to and during the instructional day in elementary and middle schools, except in areas where students do not have access (e.g., teacher lounge).
- 2007-2008 School Year: ONLY reduced-fat milks (including flavored milk), bottled water, and beverages containing 50-100% fruit juices with no added artificial or natural sweeteners, may be sold or distributed on school grounds prior to and during the instructional day in elementary, middle, and high schools, except in areas where students do not have access (e.g., teacher lounge).

Candy:

- Candy is defined as any processed food item that has:
 1. sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose (dextrose), high fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar (sucrose), syrup) is listed as one of the first two ingredients AND
 2. sugar is more than 25% of the item by weight.
- Vending sales of candy will not be permitted on school grounds.
- Non-vending sales of candy will be permitted ONLY at the conclusion of the instructional school day.

EXAMPLE #2: NUTRITION STANDARDS FOR VENDING

Suggested Items for Vending Machines and Concession Stands

Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

SNACKS

Best	Acceptable	Limited
Animal crackers, graham crackers, whole grain crackers	Granola bars, whole-grain fruit bars	Cookies (including lowfat)
		Candy, candy bars, chocolate bars, toaster pastries, marshmallow/cereal treats
Pretzels	Baked chips, corn nuts, rice cakes, cereal/nut mix	Regular chips, cheese-flavored crackers, cracker sandwiches
Nuts and seeds- plain or with spices	Nuts with light sugar covering; honey coated	Candy-or-yogurt-coated nuts
Trail mix (plain)	Popcorn/nut mix	Trail mix with chocolate, yogurt, or candy
Fresh vegetables and fruit, single-serve canned fruit, dried fruit	Fruit-flavored snacks, fruit leathers	Candy- or sugar-coated dried fruit
Fat-free popcorn	Light popcorn	Buttered popcorn
Beef jerky 95% fat free		Sausage, pork rinds
Yogurt, preferably non-fat, low-fat or light		
	Sugar-free gelatin, fat-free pudding	

BEVERAGES

Best	Acceptable	Limited
Milk, any flavor- preferably non-fat or low fat (1%)	Milk, 2%, whole	
Juice- fruit and vegetable that contains 100% juice	Juice- fruit or vegetable that contains at least 50% juice	
Water, pure	Flavored or vitamin-enhanced fitness water, sparkling water	
	Low-calorie, diet sodas, low-calorie iced tea, low-calorie coffee	Regular soft drinks, sports drinks, sweetened tea

Adapted from Georgia Action for Healthy Kids, www.actionforhealthykids.org

Appendix E. Healthy Fundraising

Many new school fundraising strategies are being developed with school financial needs and concerns about student nutrition in mind. Instead of candy, schools are selling:

- Fresh and exotic fruit, like cases of citrus fruit
- High quality potatoes, onions, or other produce items
- Nuts and trail mix
- Popcorn

Schools are also selling an ever-expanding variety of non-food items such as:

- Gift wrap
- Magazine subscriptions
- Garden seeds
- Candles
- Discount coupon books
- Raffles of gift baskets
- Plants and flowers
- School spirit items

Schools are also utilizing a wide variety of traditional and non-traditional fundraising events such as:

- Car washes
- Walk-a-thons, bike-a-thons, jog-a-thons, skate-a-thons, etc.
- Family game nights
- "Hire a student day" for odd jobs (with proceeds going to the school)
- 3-on-3 basketball tournaments
- Silent auctions
- Talent shows

Additional online resources for healthy fundraising ideas:

Connecticut Team Nutrition

www.state.ct.us/sde/deps/Student/NutritionEd/Healthy_Fundraising_Color.pdf

Montana Office of Public Instruction

www.opi.state.mt.us/pdf/MBI/fundraiser.pdf

Parents Advocating School Accountability

http://pasaorg.tripod.com/nonfood_fundraising.pdf

Appendix F. Non-Food Rewards

Kids naturally enjoy eating nourishing foods and being physically active. Schools and teachers can provide them with an environment that supports these healthy behaviors by using non-food rewards. Here are effective alternatives to offering food as a reward to individual students or entire classes.

- Read a book.
- Sit by friends.
- Read outdoors.
- Teach the class.
- Have extra art time.
- Enjoy class outdoors.
- Have an extra recess.
- Play a computer game.
- Read to a younger class.
- Get a no homework pass.
- Sing a silly song together.
- Make deliveries to the office.
- Listen to music while working.
- Play a favorite game or puzzle.
- Earn play money for privileges.
- Walk with a teacher or principal.
- Eat lunch outdoors with the class.
- Be a helper in another classroom.
- Eat lunch with a teacher or principal.
- Start and maintain a vegetable garden.
- Dance to favorite music in the classroom.
- Get a “free choice” time at the end of the day.
- Listen with a headset to a book on audiotape.
- Have a teacher perform special skills (i.e. sing).
- Be first in line when the class leaves the room.
- Have a teacher read a special book to the class.
- Take a trip to the treasure box (filled with stickers, pencils, erasers, bookmarks)

Additional online resources for non-food reward ideas:

Connecticut Team Nutrition

www.state.ct.us/sde/deps/Student/NutritionEd/Food_As_Reward_HO1.pdf

Michigan Team Nutrition

www.tn.fcs.msue.msu.edu/foodrewards.pdf

New England Food and Dairy Council

www.newenglanddairycouncil.org/PDF/alternativefoodrewards.pdf

Texas Department of Agriculture

www.squaremeals.org/vgn/tda/files/983/1034_NonFoodRewards.pdf

Appendix G: Marketing

Promoting Healthy School Meals: Marketing strategies that work

There are many reasons to do promotions for school food and nutrition programs. First and foremost, the students, faculty, and staff are customers. They have choices to make in deciding what to purchase and what not to purchase. Promotions are powerful marketing tools that have a direct, meaningful impact on customers and their purchasing decisions.

Promotions do not necessarily have to promote one particular product or event. After all, nutrition is something to promote all of the time. Some effects promotions might have:

- Show customers that the school food and nutrition department cares about them.
- Get customers excited or interested in the programs so that they keep participating
- Highlight specific services or products.
- Introduce new items on a continual basis, for instance to highlight a new recipe on the menu. Perhaps one new item might be featured each month.
- Introduce or reinforce an identity or a marketing theme, such as National School Lunch Week or School Breakfast Week.
- Celebrate a nutrition and health awareness event, such as National 5 A Day Month or National Diabetes Month.
- Establish a distinctive image or “brand” for the school food and nutrition department.
- Reinforce the school food and nutrition departments’ role in the total school environment through promotions around special school activities and events.

Keep in mind that promotions do not make a poorly run operation better. If promotions are poorly planned or done at the wrong time, they may create problems or make problems worse.

Measure Your Promotion Success

Promotions are designed to cause **action**. Ultimately, a promotion is designed to change some attitude or belief and/or cause customers to buy something. For instance, a promotion may be designed to convince students that the fruits and vegetables on the school salad bar are good for them or just that they want to eat breakfast at school. National School Lunch Week and School Breakfast Week, for example, are designed around annual themes to promote the value of school meals to the entire school community. A promotion may strive to influence students to buy the reimbursable meal in general or to try a new product in particular.

Because promotions are supposed to change attitudes or behaviors, the effect of promotions should be evaluated -- that means that they need to be measured. How might a promotion be measured? That depends on what the goals of the promotion are. In general, the school nutrition department might measure:

- Sales, overall or of a particular product
- Participation
- Customer satisfaction
- Customer attitudes or customer perceptions

Reference: www.asfsa.org/newsroom/sfsnews/promotemeals.asp

Additional Marketing Resources

<http://schoolmeals.nal.usda.gov/Training/lesson10.pdf>