



**Healthy Schools, Healthy Communities Project**

# **Workbook for Developing a Local School Wellness Policy**





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## I. Introduction

This workbook provides an overview of school wellness policies and guides schools through the steps of developing a comprehensive school wellness policy. It was made possible through funding from the Statewide Health Improvement Program (SHIP) of the Minnesota Department of Health. Content was adopted from documents made available by Action for Healthy Kids, the Minnesota Department of Education, National Association of State Boards of Education, United States Department of Agriculture – Team Nutrition, and Wisconsin Association of School Boards.

This workbook was designed to promote discussion of key wellness policy components in order to develop a wellness policy that incorporates a school’s existing culture and meets the unique needs of its students. It breaks the key components of a school wellness policy into multiple sections to make the writing process more manageable. Sections\* covered include: (1) Purpose, Findings and Statement of Policy; (2) Nutrition Education; (3) School Meals Program; (4) Other Foods and Beverages; (5) Physical Education and Physical Activity; (6) Other School-Based Activities; (7) Staff Wellness; (8) Accountability; (9) Communication; (10) Implementation and Evaluation; and (11) Definitions.

Schools may modify the workbook as necessary and complete it at their own pace; however, it is not intended to be completed in one sitting. To make the most of this resource, identify a staff member to serve as the wellness champion who will lead school wellness efforts and have him/her follow these action steps:

1. Review this policy workbook in its entirety to become familiar with its content.
2. Decide how many policy meetings you will schedule and develop an outline for discussing/ drafting content for the key policy components. *(See the sample meeting schedule on page 6 for one suggestion on how to structure the meetings.)*
3. Recruit a wellness team to participate in drafting/revising your school’s wellness policy. *(The team should be comprised of a diverse group of stakeholders, such as school staff, parents, students, school board members, food service staff, and community members.)*
4. Schedule wellness policy meetings, based on the outline developed in step two and your team members’ availability.
5. Conduct team meetings and draft your policy.
6. Present your wellness policy to the school board for approval.
7. Implement your wellness policy.

*\*Note: Schools also are encouraged to develop a tobacco-free school policy. Experts recommend writing this policy as a stand-alone document that expands on the general wellness policy. Visit the Public Health Law Center at [www.publichealthlawcenter.org](http://www.publichealthlawcenter.org) for more information.*

## II. Suggestions for How to Use This Workbook

The information provided below offers suggestions to help schools structure their policy writing process and make the most of this workbook. Schools should not feel obligated to follow this proposed format. Depending on the school and its specific needs, not all content in this workbook may be relevant, and schools may have their own ideas for how to best use this resource. That's OK!

### Workbook Overview

Each policy section of this workbook is designed to encourage discussion of goals and assist with drafting specific policy language and implementation plans. Sections consist of four parts:

- 1. Rationale.** Background information is provided for each section to provide justification for its inclusion in your wellness policy and to inform team members of federal and state legislation requirements.
- 2. Discussing your goals.** Goals must be designed to promote student wellness in a manner that the school district deems appropriate. Schools should consider their current policies and practices, data from their school physical activity and nutrition assessment, and student issues and needs and write goals that are feasible to achieve. *Even if schools don't currently have policies or practices in place for each of the sections discussed, they should take the opportunity to begin talking about how they could incorporate changes that would further promote the health of their students.*
- 3. Reviewing policy examples.** Examples of policy language specific to each content area are provided in a variety of formats. Schools are encouraged to make notes of language and formats they particularly like and that could be incorporated into their own policy.
- 4. Drafting your policy.** Keeping their goals in mind, schools must think about what policies and systems need to be in place to achieve their wellness goals. Schools may copy policy language from the examples provided, modifying the text to tailor it to their schools, or write their own policy from scratch. *(Note: Schools should regularly refer to the policy writing tips offered on page 9 of this workbook to make sure they are using strong, clear language.)*

Complete examples of school wellness policies and links to additional resources are included at the end of this packet. For more information and suggestions specific to recommended school nutrition and physical activity practices, view the Healthy Schools, Healthy Communities School Wellness Resource Kit, available online at [www.ci.minneapolis.mn.us/dhfs/ship.asp](http://www.ci.minneapolis.mn.us/dhfs/ship.asp).

The *Public Health Law Center* also offers several free publications related to school wellness policies that complement the information provided here. These materials, which include a review of current legislation requirements, a policy checklist, and additional examples of policy language, can be accessed online at <http://publichealthlawcenter.org/>.

## Getting Started

Before drafting a wellness policy, the school wellness champion should review the content of this workbook, develop an outline for discussing/drafting language for the key policy components and decide how many meetings are necessary to complete the policy. Seven meetings of 60 minutes each is a general recommendation, but schools are encouraged to develop a timeline that best fits with their school calendar and staff members' schedules. Some schools may find that fewer meetings are needed; others may require more. Some may find it most appropriate to incorporate policy writing sessions into their staff development trainings. One example of a meeting schedule is provided on page 6. Schools that choose to work off this example are welcome to modify it, as needed. *Regardless of the method chosen, school champions should set specific deadlines for completing the draft policy and presenting it to the school board for approval.*

The wellness champion will need to recruit a wellness team to participate in drafting/revising the school's wellness policy and then schedule the wellness policy meetings. Team members should consist of a diverse group of stakeholders—including, but not limited to, school staff, parents, students, school board members, food service staff, and community members—and be dedicated to attending all wellness policy meetings. Consider scheduling all policy meetings well in advance so that members can make arrangement to be present, and make sure that everyone is aware of the policy deadline.

## Coordinating Policy Meetings

Before each policy meeting, the champion should forward materials relevant to the topics being discussed that day. Ask team members to review all documents so that they may come prepared to participate in discussions. This will help ensure that meetings make the best use of everyone's time and that the team maintains progress toward meeting its policy deadline.

At each meeting, identify one team member to be the official note-taker and have him/her make notes on discussions and chosen policy language for the sections covered. Keep track of who attends meetings using the attendance record provided at the end of this guide. After each meeting, the wellness champion should use the notes to prepare an official draft of the policy language, which can then be sent to all team members in a follow-up email. Policy drafts can be reviewed at the start of subsequent meetings or at the last meeting when final revisions to the policy are made.

Once a final wellness policy has been drafted, your team must present it to the school board for approval. More suggestions relevant to this process are included at the end of this workbook.

## Technical Assistance

MDHFS staff is available to provide technical assistance to Healthy Schools, Healthy Communities partners by phone, e-mail, or in-person meetings throughout the policy writing process. Please contact Sarah Reuben-Meillier at [sarah.reubenmeillier@ci.minneapolis.mn.us](mailto:sarah.reubenmeillier@ci.minneapolis.mn.us) or Lorna Schmidt at [lorna.schmidt@ci.minneapolis.mn.us](mailto:lorna.schmidt@ci.minneapolis.mn.us) for support and to discuss your school's unique needs.

## Example Schedule for Wellness Policy Meetings

All meetings will originally be scheduled for 60 minutes. Content and length of meetings will be revised, as needed, depending on progress.

### **Meeting 1**

- Welcome and Introductions
- Background of the Issues..... 7
- Minimum Policy Requirements ..... 8
- Tips for Writing a Strong Wellness Policy ..... 9
- Purpose, Findings and Statement of Policy ..... 13

### **Meeting 2**

- Nutrition Education Guidelines ..... 25
  - School Meals Program Guidelines ..... 39
- \*Note: If your food service provider/caterer is not already a member of your wellness team, you may want to invite him/her to this meeting.*

### **Meeting 3**

- Food and Beverage Guidelines ..... 55

### **Meeting 4**

- Physical Education and Physical Activity Guidelines ..... 75
- Other School-Based Activities Guidelines ..... 95

### **Meeting 5**

- Staff Wellness ..... 103
- Accountability..... 109
- Communication ..... 115

### **Meeting 6**

- Implementation and Evaluation ..... 121

### **Meeting 7**

- Review of draft policy
- Final revisions before presenting to school board

### III. Background of the Issues

Childhood obesity has more than tripled in the last 30 years.<sup>1</sup> In Minnesota, about one out of every four children is overweight or obese.<sup>2</sup> Nationally, more than one out of every three children are overweight or at risk of becoming overweight, with rates being highest among minority and low-income populations.<sup>3,4</sup> Shockingly, our current generation of children is the first in many years to have a shorter life expectancy than its parents.<sup>5</sup>

Schools are recognized as major player in combating childhood obesity because of the significant amount of time children spend there. At school, children are exposed to adult role models and a variety of nutrition and physical activity practices that will shape their lifelong habits. Schools are expected to promote school health, and there are many opportunities to promote healthier eating and increase physical activity during the school day. In addition to improving childhood health, research shows that a healthy diet and regular physical activity improve academic performance and student behavior.<sup>6</sup>

In response to the rising trend of childhood obesity, Congress passed the Child Nutrition and WIC Reauthorization Act of 2004. This legislation requires all districts and schools that participate in the federally funded school meal programs to develop and implement a local wellness policy by the beginning of the 2006 school year. Policies are required to be developed locally, rather than at the state level, to allow districts to tailor them to their school settings and local needs. State legislation passed in 2010 states that, as of August 1, 2010, every Minnesota school district must post its current local school wellness policy on its website (when available).

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<sup>1</sup> Centers for Disease Control and Prevention. (2010, June). "Healthy Youth! Health Topics: Childhood Obesity." Retrieved July 13, 2010, from <http://www.cdc.gov/healthyyouth/obesity/>.

<sup>2</sup> Child Policy Research Center, National Initiative for Children's Healthcare Quality, and Child and Adolescent Health Measurement Initiative. (2009). "2007 National Survey of Children's Health. Minnesota State Fact Sheet." Retrieved September 8, 2010, from <http://nschdata.org/Viewdocument.aspx?item=545>.

<sup>3</sup> Robert Wood Johnson Foundation and Trust for America's Health. (2010, June). "F as in Fat: How Obesity Threatens America's Future 2010." Retrieved July 13, 2010, from <http://healthyamericans.org/reports/obesity2010/>.

<sup>4</sup> Ogden, C.; Carroll, M. (2010). "Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 Through 2007-2008." Retrieved September 8, 2010, from [http://www.cdc.gov/nchs/data/hestat/obesity\\_child\\_07\\_08/obesity\\_child\\_07\\_08.htm](http://www.cdc.gov/nchs/data/hestat/obesity_child_07_08/obesity_child_07_08.htm).

<sup>5</sup> Olshansky, S.J.; Passaro, D.J.; Hershov, R.C.; Layden, J.; Carnes, B.A.; Brody, J.; Hayflick, L.; Butler, R.N.; Allison, D.B.; Ludwig, D.S. (2005). "A potential decline in life expectancy in the United States in the 21<sup>st</sup> century." *N Engl J Med.* 352(11):1138-45.

<sup>6</sup> Centers for Disease Control and Prevention. (2010, June). "Healthy Youth! Student Health and Academic Achievement." Retrieved July 13, 2010, from [http://www.cdc.gov/HealthyYouth/health\\_and\\_academics/index.htm](http://www.cdc.gov/HealthyYouth/health_and_academics/index.htm).

## IV. Minimum School Wellness Policy Requirements

Federal legislation mandates that school wellness policies address these five content areas (at minimum)<sup>7</sup>:

1. 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. *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. *Guidelines for reimbursable school meals*, which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture.
4. *A plan for 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 each school fulfills the district's local wellness policy.
5. *Community involvement*, including 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*.\*

Each of these content areas is incorporated into this workbook. Schools that complete the worksheets provided in this packet will feel confident that they have written a policy that meets or exceeds the federal requirements for a local school wellness policy.

*\*An attendance record is included at the end of this guidebook to assist you in tracking which individuals and stakeholder groups are represented at your wellness policy meetings.*

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<sup>7</sup> USDA. (n.d.) "Local Wellness Policy Requirements." Retrieved July 7, 2010, from [http://www.fns.usda.gov/tn/Healthy/wellness\\_policyrequirements.html](http://www.fns.usda.gov/tn/Healthy/wellness_policyrequirements.html).

## V. Tips for Writing a Strong Wellness Policy

A policy's language will determine its comprehensiveness and its strength. You want to ensure that your policy is a usable document that is easy to understand and minimizes ambiguity. Keep these tips from the National Association of State Boards of Education<sup>8</sup> in mind to develop a strong school wellness policy:

1. Use language that is simple, clear, specific, and accurate.
2. Avoid jargon.
3. Be concise and brief.
4. Include rationale for the policy and describe the benefits of adopting it.
5. Be consistent with other initiatives that promote student wellness and the visions for student learning.
6. Build in accountability—cite who will be held responsible for what and describe enforcement.
7. Provide practical guidance for implementing.
8. Be sure to include provisions for evaluation and periodic review.

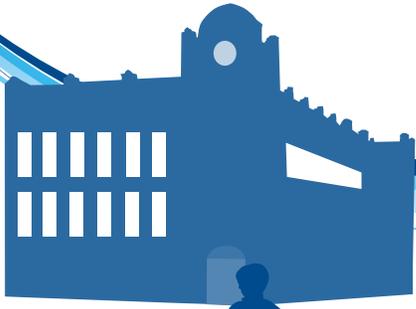
## VI. Definitions

As you draft your policy, make notes of any key terms that require a more detailed explanation. Attach these terms and your specific definition of them to the final version of your policy to minimize confusion about policy language. Examples of terms that may require a definition and space for adding your own definitions are included on page 131 of this workbook.

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<sup>8</sup> National Association of State Boards of Education. (2000, March). "Fit, Healthy, and Ready to Learn: A School Health Policy Guide." pp. B13–B14.





## **Purpose, Findings and Statement of Policy**



## VII. Policy Development

### A. Purpose, Findings and Statement of Policy

Your school wellness policy should begin with a statement of its purpose, a summary of the main concepts and practices the policy will promote, and facts that support the need for the policy. As a team, begin by discussing the items outlined below and reviewing some of the current facts about childhood obesity and schools on the next page. Then review the example policies provided. Draw from these examples and your discussions to draft your own statement of purpose and findings. (You may also choose to look up additional statistics about childhood wellness to further support your policy.)

a) Identify the health and wellness issues and needs that your students face.

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b) Why is a wellness policy wanted at your school?

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c) What do you envision this policy achieving for the students and staff at your school?

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## Facts Regarding Childhood Overweight and Obesity and Schools

- Since 1980, rates of childhood overweight and obesity have more than tripled.<sup>9</sup>
- Current estimates show that more than one-third of children and adolescents in America are overweight or obese.<sup>10,11</sup>
- Children who are overweight or obese are more likely to suffer from negative health conditions as children and as adults, including high blood pressure, heart disease, diabetes, and cancer; and they may also suffer from psychological stress, such as low self-esteem or bullying.<sup>12</sup>
- 30% of boys and 40% of girls born in 2001 will develop type 2 diabetes in their lifetime.<sup>13</sup>
- Today's youth make up the first generation in many that is expected to have a shorter life expectancy than its parents.<sup>14</sup>
- Nutrition and physical activity are two behaviors that have a critical impact on childhood overweight and obesity.<sup>15</sup>
- Schools are capable of being a powerful force in combating childhood overweight and obesity because youth spend a significant amount of their time at school each day. Schools have the ability to teach students healthy eating and physical activity behaviors and provide an environment that models and supports those behaviors.<sup>16</sup>
- Proper nutrition and physical activity reduces childhood overweight and obesity but also increases students' academic performance.<sup>17</sup>

<sup>9</sup> Centers for Disease Control and Prevention. (2010, June). "Healthy Youth! Health Topics: Childhood Obesity." Retrieved July 13, 2010, from <http://www.cdc.gov/healthyyouth/obesity/>.

<sup>10</sup> Robert Wood Johnson Foundation and Trust for America's Health. (2010, June). "F as in Fat: How Obesity Threatens America's Future 2010." Retrieved July 13, 2010, from <http://healthyamericans.org/reports/obesity2010/>.

<sup>11</sup> Ogden, C.; Carroll, M. (2010). "Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 Through 2007-2008." Retrieved September 8, 2010, from [http://www.cdc.gov/nchs/data/hestat/obesity\\_child\\_07\\_08/obesity\\_child\\_07\\_08.htm](http://www.cdc.gov/nchs/data/hestat/obesity_child_07_08/obesity_child_07_08.htm).

<sup>12</sup> Centers for Disease Control and Prevention. (2009). "Child Overweight and Obesity: Consequences." Retrieved September 8, 2010, from <http://www.cdc.gov/obesity/childhood/consequences.html>.

<sup>13</sup> Narayan, KM; Boyle, JP; Thompson, TJ; Sorensen, SW; Williamson, DF. (2003). "Lifetime risk for diabetes mellitus in the United States." *JAMA*. 290(14):1884-90.

<sup>14</sup> Olshansky, S.J.; Passaro, D.J.; Hershow, R.C.; Layden, J.; Carnes, B.A.; Brody, J.; Hayflick, L.; Butlern, R.N.; Allison, D.B.; Ludwig, D.S. (2005). "A potential decline in life expectancy in the United States in the 21<sup>st</sup> century." *N Engl J Med*. 352(11):1138-45.

<sup>15</sup> Centers for Disease Control and Prevention. (2009). "Childhood Overweight and Obesity: Contributing Factors." Retrieved September 8, 2010, from <http://www.cdc.gov/obesity/childhood/causes.html>.

<sup>16</sup> Centers for Disease Control and Prevention. (2009). "Childhood Overweight and Obesity: Contributing Factors." Retrieved September 8, 2010, from <http://www.cdc.gov/obesity/childhood/causes.html>.

<sup>17</sup> Centers for Disease Control and Prevention. (2010). "Healthy Youth! Student Health and Academic Achievement." Retrieved September 8, 2010, from [http://www.cdc.gov/healthyyouth/health\\_and\\_academics/index.htm](http://www.cdc.gov/healthyyouth/health_and_academics/index.htm).

## Policy Examples: Purpose, Findings and Statement of Policy

### Example 1

#### Preamble

*Whereas*, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

*Whereas*, good health fosters student attendance and education;

*Whereas*, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

*Whereas*, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

*Whereas*, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

*Whereas*, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

*Whereas*, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

*Whereas*, school districts around the country are facing significant fiscal and scheduling constraints;  
and

*Whereas*, community participation is essential to the development and implementation of successful school wellness policies;

*Thus*, the \_\_\_\_\_ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the \_\_\_\_\_ School District that:

*(continued on next page)*

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>

## Example 2

### Introduction

- Approximately 13% of school-age children are obese, and 15% are overweight. *(2001 Surgeon General's Report)*
- Between 56 – 85% of school age children consume soda everyday. *(J Am Diet Assoc. 2003)*
- 51% of school-age children consume less than one serving of fruits and vegetables a day. *(J Am Diet Assoc. 2003)*
- 84% of school-age children consume too much fat. *(J Am Diet Assoc. 2003)*
- Among children of varying ages, 8 to 45% (depending on geographic region) of newly diagnosed cases of childhood diabetes are Type 2, non-insulin dependent associated with obesity. *(American Academy of Pediatrics, 2000)*
- Most high school students take only one year of physical education between grades 9 and 12 and less than a third of high school students attend physical education classes daily *(NASPE 2001)*. One out of four children does not attend any school physical education classes *(CDC 1999-2000)*.

The research listed above presents an alarming reality that today's schools, communities, and families are faced with addressing. Recognizing the value of school meals and good nutrition, school educators, administrators and school board officials must create healthy school environments through adopting sound nutrition, food service, and physical activity environment policies that protect the health of school children and allow them to achieve their full academic potential.

### Purpose and Goals

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all school staff is encouraged to model healthy eating behavior as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- A food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- Pleasant eating areas for students and staff with adequate time for unhurried eating;

*(continued on next page)*

- An overall school environment that encourages students to make healthy food choices;
- Opportunities and encouragement for staff to model healthy eating habits;
- Services to ensure that students and staff with nutrition-related health problems are referred to appropriate services for counseling or medical treatment; and
- Strategies to involve family members in program development and implementation.

The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nslp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

#### I. Purpose

The purpose of this policy is to develop healthy learners through a school environment that promotes and protect students' health, well being and ability to learn by supporting healthy eating and physical activity.

#### II. General Statement of Policy

- A. The Minneapolis Public Schools recognize that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school district will involve students, parents, teachers, food service staff and community partners and industry experts in implementing, monitoring and reviewing our district Wellness Policy and Guidelines.
- C. The school environment will promote and protect students' health, well being and ability to learn by providing opportunities for healthy eating and physical activity.
- D. All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- E. All students will have access to a variety of affordable, nutritious and appealing foods that meet their health and nutrition needs.
- F. All foods and beverages made available on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will meet and strive to exceed USDA Dietary Guidelines where appropriate.
- G. The religious, ethnic and cultural diversity and food allergies of the student body will be respected in meal planning, nutrition education and physical activity; and school sites will provide clean, safe and pleasant settings with adequate time for students to eat.
- H. All schools in the district will fully participate in the federal school meal programs to the maximum extent practicable.

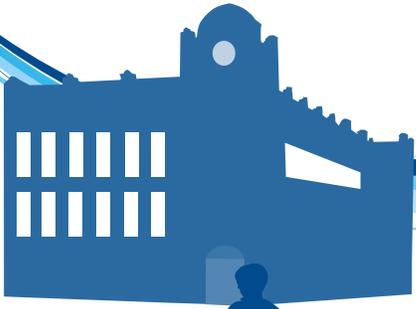
*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)









# **Nutrition Education**



## B. Nutrition Education

Nutrition education provides children the knowledge and skills they need to make food choices that maintain and promote health. Minnesota K-12 Academic Standards and Graduation Requirements state that “in grades K-8, health instruction must be given each year or by district-determined grade bands. Grade 9-12 instruction must be provided to all students at least once in both areas (health and physical education).”

The Minnesota Department of Education<sup>18</sup> and Centers for Disease Control and Prevention<sup>19</sup> offer these recommendations for quality nutrition education:

- Make nutrition education interactive and teach students the skills they need to adopt healthy eating behaviors, such as how to plan and prepare healthful meals and reading food labels. Emphasize the positive, appealing aspects of eating healthfully, as opposed to just the harmful effects of not eating healthfully; and give students opportunities to taste-test different healthful foods.
- Offer nutrition education in the school dining room as well as in the classroom, with coordination between the food service staff and teachers.
- Include both nutrition and physical education standards in district health and physical education curricula.
- Ensure that teachers providing nutrition education have appropriate training. Also consider ways to get all staff involved—the more role models students have, the more likely they are to change their own behaviors.
- Encourage teamwork between food service staff and teachers to develop ways to integrate nutrition into other classes at all grade levels to reinforce messages.
- Offer parent/family nutrition education opportunities.

### Free Health Curriculums and Activities

KidsHealth in the Classroom

<http://kidshealth.org/classroom/>

USDA Food and Nutrition Service—Team Nutrition

<http://tn.ntis.gov/>

<sup>18</sup> Minnesota Department of Education. (2007, July). “Local Wellness Policy—Guide for Development.” Retrieved July 15, 2010, from <http://education.state.mn.us/mdeprod/groups/Nutrition/documents/Instruction/007301.pdf>.

<sup>19</sup> National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health. (2010). “Health Youth! Nutrition: School Health Guidelines.” Retrieved September 10, 2010, from <http://www.cdc.gov/HealthyYouth/nutrition/guidelines/summary.htm>.





## Example Policy Language and Policies

Now that you have stated your goals for nutrition education, review the example policy language and policies provided below. Draw from the information provided on the previous pages, your discussions, and these examples to draft your own policy regarding nutrition education at your school.

### Example Policy Language — Nutrition Education

- Students in grades pre–K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers.
- Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media.
- District health education curriculum standards and guidelines include both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents, students, and the community.
- The school district will provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- The school district encourages parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

Source: USDA Food and Nutrition Service

[http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_examples.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_examples.html)

## Policy Examples: Nutrition Education

### Example 1

#### Nutrition Education

Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will:

- a. Develop and deliver a sequential, interdisciplinary comprehensive K-12 health education program that will be included as part of a K-12 comprehensive curriculum delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8, 9-12;
- b. Be offered as a part of an early and consistent program that is integrated throughout the school day and after-school programs;
- c. Use the school cafeteria as a “learning laboratory” and include enjoyable, developmentally age-appropriate, participatory activities such as taste tests, promotions, and visits to farms and gardens;
- d. Be culturally relevant and teach students about cross-cultural nutrition;
- e. Link with school meal programs, other school foods and nutrition-related community services;
- f. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, PICA Head Start, Community Health Clinics, ECFE, Adult Education and other community organizations;
- g. Be reviewed district-wide annually by school health education instructors, food service, health related services, city-wide student government, and medical and nutrition professionals;
- h. Promote a healthy lifestyle and wellness programs using district communications resources such as cable channel 15 and PSAs;
- i. Train staff in stress management, nutrition education and provide general wellness resources and opportunities.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### Nutrition Education

#### A. Instructional Program Design

1. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through twelfth. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn:
  - a. Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage;
  - b. Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and
  - c. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.
2. Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.
3. The school health council shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards. Materials developed by food marketing boards or food corporations shall be examined for inappropriate commercial messages.

#### B. Staff Qualifications

1. Staff responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

#### C. Educational Reinforcement

1. School instructional staff shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of the school/district.
2. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for house-bound people. School officials should disseminate information to parents, students, and staff about community programs that offer nutrition assistance to families.

*(continued on next page)*

#### **D. Coordination of Programs**

1. The food service program shall be closely coordinated with nutrition instruction. The school cafeteria shall serve as a laboratory to allow students to apply critical thinking skills taught in the classroom. Food service staff shall also work closely with those responsible for other components of the school health program to achieve common goals. The Comprehensive Health Education Standards for Arizona Schools should be implemented throughout the entire school environment. These standards can be viewed at <http://www.ade.az.gov/>
2. School culinary, vocational tech, art programs, etc. shall provide a consistent learning experience that reinforces the objectives of the school food service program and will comply with the Dietary Guidelines for Americans where appropriate.
3. Schools are encouraged to offer meals during breaks in the school calendar and to coordinate with other agencies and community groups to operate, or assist with operating, a summer food service program for children and adolescents who are eligible for federal program support. A child's need for nutrients does not end when school does.

#### **E. Nutrition-Related Health Problems and Modified Diets**

1. School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.
2. The school food service program will comply with USDA's disability requirements for modified diets. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by USDA.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nsfp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

#### **Nutrition Education and Promotion.**

\_\_\_\_\_ School District aims to teach, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- Links with school meal programs, other school foods, and nutrition-related community services;
- Teaches media literacy with an emphasis on food marketing; and
- Includes training for teachers and other staff.

**Communications with Parents.** The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

**Food Marketing in Schools.** School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>\*</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>\*\*</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

*(continued on next page)*



Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

\* Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

\*\* Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

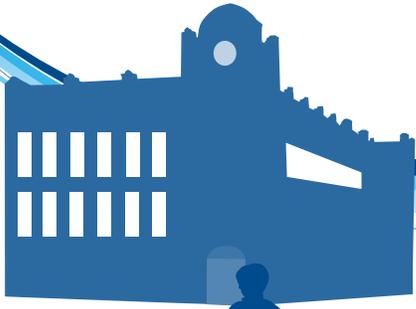
*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>









# School Meals Program



### C. School Meals Program

All schools participating in federal school meal programs for reimbursement must ensure that meals are not less restrictive than the 1995 Nutrition Standards and Meal Requirements set forth by the USDA. At minimum, meals must serve a variety of foods, including grains, fruits, and vegetables; be moderate in sugar and salt content; and have no more than 30% of calories from fat and less than 10% of calories from saturated fat in a week's time. Breakfasts, on average over the school week, must also provide one-fourth of the Recommended Dietary Allowances (RDA) for protein, iron, calcium, and vitamins A and C. Lunches, on average over the school week, must also provide at least one-third of the RDA for protein, iron, calcium, and vitamins A and C.

Many professionals consider the 1995 Nutrition Standards and Meal Requirements outlined above to be outdated. Thus, schools are encouraged to adopt criteria for school meals that exceed the minimum federal requirements and better meet the nutritional needs of school-age youth. The Institute of Medicine (IOM) recommends updating school meal requirements to emphasize increasing the amount and variety of fruits, vegetables, and whole grains; setting minimum and maximum calorie levels; and reducing saturated fat and sodium content. It also recommends that a student must select a fruit and breakfast and either a fruit or a vegetable at lunch for his/her meal to qualify for reimbursement.<sup>20</sup> Other key differences in current requirements and those recommended by the IOM are outlined below.

Current* School Lunch Requirements and Recommendations for Changes		
Type of Specification	Current* Requirements	IOM Recommendations
Fruits	Considered together as a fruit and vegetable group. No specifications for the type of vegetable.	Required daily amount increased
Vegetables		Two servings required daily, amount increased. Must include dark green, bright orange, legumes, starchy, and other vegetables each week.
Grains/Breads	No requirement for whole grains	At least half must be whole grain rich
Milk	Whole, reduced-fat, low-fat, fat-free milks (plain or flavored)	Fat-free (plain or flavored) and plain low-fat milk only
Calories	Must meet minimum level	Must be within minimum and maximum level
Sodium	None (decreased level recommended)	Gradually but markedly decrease sodium to specified level by 2020

\*As of October 2010

Source: Institute of Medicine

<http://www.iom.edu/~media/Files/Report%20Files/2009/School-Meals/School%20Meals%202009%20Report%20Brief.ashx>

<sup>20</sup> Institute of Medicine. (2009, October). "Report Brief: School Meals: Building Blocks for Healthy Children." Retrieved October 6, 2010, from <http://www.iom.edu/~media/Files/Report%20Files/2009/School-Meals/School%20Meals%202009%20Report%20Brief.ashx>.







## Example Policy Language and Policies

Now that you have discussed your goals for your school meals program, review the example policy language and policies provided below. Draw from the information provided on the previous pages, your discussions, and these examples to draft your own policy regarding your school meals program.

### Example Policy Language – School Meals Program

#### Dining Environment

- The school district provides a clean, safe, enjoyable meal environment for students.
- The school district provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- The school district makes drinking fountains available in all schools, so that students can get water at meals and throughout the day.
- The school district encourages all students to participate in the school meals programs (i.e. the National School Lunch, including snacks for After School Program, and School Breakfast programs) and protects the identity of students who eat free and reduced price meals.

#### Time to eat

- The school district will ensure adequate time for students to enjoy eating healthy foods with friends in schools.
- The school district will schedule lunch time as near the middle of the school day as possible.
- The school district will schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.

#### Other

- The school district will provide information and outreach materials about other FNS programs such as Supplemental Nutrition Assistance Program (SNAP), and Women, Infants, and Children (WIC) to students and parents.
- The school district will provide opportunities for on-going professional training and development for food service staff and teachers in nutrition and physical education.

*Source: USDA Food and Nutrition Service*

[http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_examples.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_examples.html)

## Policy Examples: School Meals Program

### Example 1

#### School Meals

- a. The school district will provide healthy and safe school meal programs that comply with all federal, state, and local statutes and regulations.
- b. The Food Services Department will aim to be self-supporting; however, budget neutrality or profit generation will not take precedence over the nutritional needs of students.
- c. The Food Service Director will establish a menu committee that includes parents, students, and staff to assist in choosing new menu items to be served in schools.
- d. The District will accommodate the changing special nutrition needs of students and will accommodate the cultural, ethnic, and religious diversity of our community.
- e. Meals served through the National School Lunch and Breakfast Programs will:
  - Offer a variety of fruits and vegetables, with an emphasis on including a variety of fruits and vegetables from the blue/purple, green, white, yellow/orange, and red fruit and vegetable groups on the monthly menu.
  - Serve only low fat (1%) and fat free milk, except when whole or 2% milk is recommended for students with special nutritional needs; offer lactose reduced milk when requested by students and/or parent/guardian;
  - Work towards ensuring that at least half of served grains are whole grain;
  - Continue to exclude deep fried foods and strive to replace higher fat main entrée items with lower fat items as appropriate;
  - Continue to replace menu items that contain trans fats with foods that do not contain trans fats.
  - Be served in portion sizes that meet National School Lunch Program and Breakfast Program requirements.
  - Meet current USDA nutrition requirements.

#### Food Safety

- a. All foods sold or served to students will be prepared in health inspected facilities under the guidance of food safety certified staff.
- b. The District will provide student access to hand washing or hand sanitizing before students eat any meals or snacks.

#### Scheduling of Meals

- a. School sites will provide sufficient time for all students to eat in the school cafeteria and will schedule meal periods at appropriate times during the school day. Schools will move towards:
  - Providing students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch; and

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- Arranging for accommodations for students who need more time to finish their lunch; and
  - Scheduling meal periods at appropriate times (i.e. lunch should be served between 10:50 AM and 1PM); and
  - Scheduling lunch periods to follow recess periods in elementary schools to increase student nutrient intake and reduce food waste; and
  - Offering attractive dining areas which have enough space for seating all students scheduled for that meal period; and
  - Schools will evaluate their open campus policy, taking into consideration the food choices that students make when they are able to leave campus.
- b. The district and individual school sites will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfast that encourage participation, including “grab and go” breakfast, breakfast in the classroom, or breakfast during morning break.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### I. The Food Service Operation

#### A. Financial Management

1. It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts, every school shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
2. The food service program shall aim to be financially self-supporting. However, the program is essential educational and support activity and budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it should not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

#### B. Program Requirements

1. During each school day the food service program shall offer breakfast and lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program. Additionally, the food service program shall offer snacks based on the nutrient guidelines in the USDA's After School At-Risk Snack Program to those students in after-school education or enrichment programs. Schools are strongly encouraged to implement breakfast in the classroom at appropriate sites. Each school shall encourage all students to participate in these meal opportunities. In particular, the school shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and that eligible families are encouraged to apply. The program shall maintain the confidentiality of students and families applying for or receiving free or reduced-price meals.
2. The school food service program shall operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of the state of Arizona. Schools shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. For the purpose of this policy, "Dietary Guidelines for Americans" refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies shall be designed to encourage students to purchase nutritious items. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.

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3. The school food service program shall monitor the nutrient breakdown of their menus. Regardless of menu planning format of nutrient or food based, schools shall analyze the menus offered to students using nutrient analysis software to ensure that USDA guidelines are being met.
4. The school food service program shall have in place a procedure for handling leftover food production. Staff shall cooperate with efforts in the community to recover wholesome excess food for distribution to people in need.

### **C. Staffing**

1. Each district/school shall employ a food service director, who is properly qualified, certified and/or credentialed according to current professional standards, to administer the school food service program and satisfy reporting requirements. The School Nutrition Association has established certification and credentialing standards available at <http://www.schoolnutrition.org/Index.aspx?id=30>. The American Dietetic Association (ADA) has established certification and credentialing standards available at [www.eatright.org](http://www.eatright.org). Schools should utilize SNA and ADA recommendations for food service staffing and qualifications to appropriately staff their food service departments.
2. Food service directors are strongly encouraged to implement the Arizona Department of Education training program, or equivalent, for all food service personnel. The Arizona Department of Education Child Nutrition Programs is defined as a training initiative for Food Services Directors so that they possess the necessary skills and resources to effectively train food service personnel.
3. Dining room supervisory staff (teachers, aids, janitorial staff, etc.) shall receive appropriate training in how to maintain safe, orderly, and pleasant eating environments.
4. Food service directors and staff are encouraged to inform and collaborate with classroom teachers about the school nutrition-food service environment and nutrition education.

### **D. Adequate Eating Space and Time and Appropriate Use of Food**

1. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene must be available during all meal periods.
2. Rewards and incentives for academic performance shall be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it shall be used in the general celebration of the achievement, not as the reward.
3. Food shall not be withheld from students as punishment.

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## **E. Food Safety**

1. Schools shall encourage classes to order foods for classroom parties from the school's food service program or sources providing food in compliance with the Arizona Food Code 2000 to ensure compliance with food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines must be implemented to prevent food illness in schools.
2. All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation; handling, and storage; drinking water; sanitation; and workplace safety.
3. All food service personnel shall have adequate pre-service training and must hold a State issued or equivalent training certificate. All food service workers in establishments handling open food must obtain a food handler's card or applicable requirements for each county following the guidelines of the Arizona Department of Health Services.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nslp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

#### School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that half of the served grains are whole grain.

Schools shall engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools shall share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals.** Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

**Summer Food Service Program.** Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

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**Meal Times and Scheduling.** Schools:

- Will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Shall schedule meal periods at appropriate times, (e.g., lunch should be scheduled between 11 a.m. and 1 p.m.);
- Shall not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will schedule lunch periods to follow recess periods (in elementary schools);
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Shall take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff.** Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

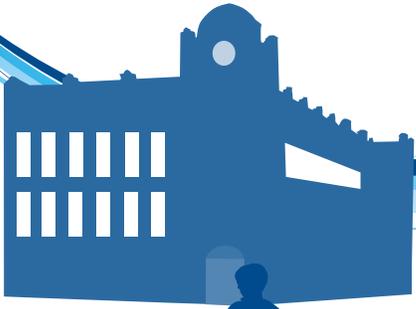
**Sharing of Foods and Beverages.** Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>







## **Other Foods and Beverages**



## **D. Other Foods and Beverages**

At school, foods and beverages are often available to students through vending machines, school stores, fundraisers, snacks, celebrations, and rewards/incentives. The types of foods and beverages available through these venues can greatly influence students' lifelong eating habits.

Schools that participate in the National School Lunch Program already are prohibited from serving foods of minimal nutritional value in the food service area during meal periods. This includes all competitive foods and beverages sold through vending machines, school stores, fundraisers, and other venues. The purpose of this policy section is to establish nutrition standards for all foods and beverages sold or served to students during the school day that fall outside of the school meals program. Having nutrition standards for all foods and beverages available at school is important for sending a consistent message to students about healthful nutrition practices.

At minimum, all foods and beverages available during the school day should meet nutrition standards set by the USDA. However, schools are strongly encouraged to implement the nutrition standards for foods and beverages in schools that are set forth by the Institute of Medicine (IOM). Unlike USDA standards, the IOM standards are specifically tailored to the student population and provide the highest level of support for promoting nutrition practices that promote student health and a healthful learning environment.

### **Institute of Medicine Nutrition Standards for Foods and Beverages in Schools**

#### Foods

Fruits, vegetables, whole grains, and related combination products (containing 1+ servings of fruits, vegetables, or whole grains per portion), as well as non-fat and low-fat dairy products:

- Limited to 200 calories or less per portion, as packaged
- No more than 35% total calories from fat
- Less than 10% total calories from saturated fat
- Zero trans fats (less than or equal to 0.5 g/serving)
- 35% or less of calories from total sugars (exception: yogurt, with no more than 30 g total sugars per 8 oz. portion)
- 200 mg or less of sodium per serving as packaged

A la carte entrée items must meet the fat and sugar criteria listed above and have a sodium content of 480 mg or less.

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## Beverages

- Water without flavoring, additives, or carbonation
- Low-fat and non-fat milk in 8 oz. portions (lactose-free and soy beverages are included, as well as flavored milk with less than 22 g total sugar per 8 oz. portion)
- 100% fruit juice (limit of 4 oz. portion for elementary and middle school; limit of 8 oz. portion for high school)
- Caffeine-free (w/exception of trace amounts of naturally occurring caffeine substances)

Source: Institute of Medicine

<http://www.iom.edu/~media/Files/Report%20Files/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth/FoodinSchools.pdf>

In addition to the nutrition standards outlined above, the Centers for Disease Control and Prevention<sup>21</sup> and IOM<sup>22</sup> offer these recommendations to healthful food and beverage practices:

- Discourage the use of less nutritious foods as part of school fundraising activities and class snacks and celebrations. Instead, promote the use of healthy or non-food items.
- Discourage the use of food to discipline or reward students. If schools deem that incentives are necessary, promote the use of non-food incentives.
- Place restrictions on where vending machines, school stores, etc. may be located on school campus and the times when they will be accessible.
- Place restrictions on the locations and types of marketing allowed for foods and beverages sold outside of the school meal program.
- When entering into contracts with vending machine providers and other contractors, ensure language supports your school's efforts to limit foods of minimal nutritional value and promote more healthful options.

## **Goals**

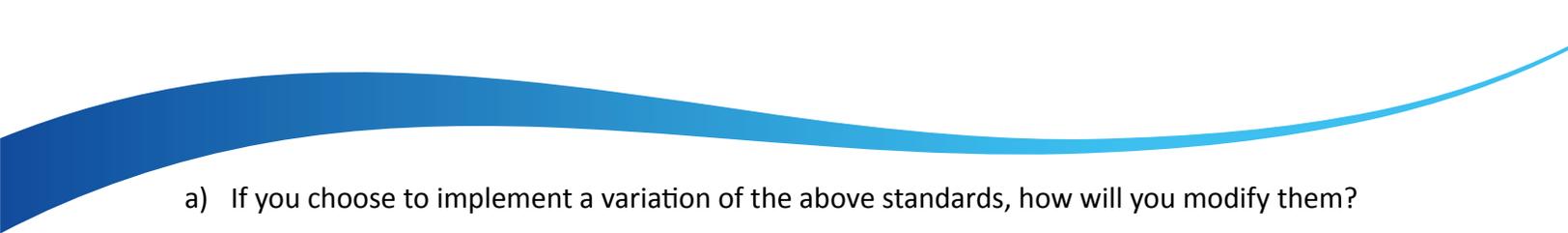
Keeping these recommendations in mind, state your goals for foods and beverages sold and served outside of the school meals program. (Note that, even if your school does not currently participate in some of the practices mentioned above, it is beneficial to state the standards you would impose should that change; or simply include language stating that your school will prohibit the practice.) Will you:

- Implement *minimum* USDA food and beverage standards.
- Implement *higher standard* IOM food and beverage standards.
- Implement a variation of the above standards.

<sup>21</sup> National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health. (2010, June).

"Nutrition: School Health Guidelines." Retrieved July 8, 2010, from <http://www.cdc.gov/HealthyYouth/nutrition/guidelines/summary.htm>.

<sup>22</sup> Institute of Medicine. (2007, April). "Report Brief: Nutrition Standards for Foods in Schools: Leading the Way Toward Healthier Youth." Retrieved September 20, 2010, from <http://www.iom.edu/~media/Files/Report%20Files/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth/FoodinSchools.pdf>.



a) If you choose to implement a variation of the above standards, how will you modify them?

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In order to achieve your goals for other foods and beverages, discuss nutrition practices for:

b) School fundraisers.

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c) School snacks.

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d) Classroom parties and school celebrations.

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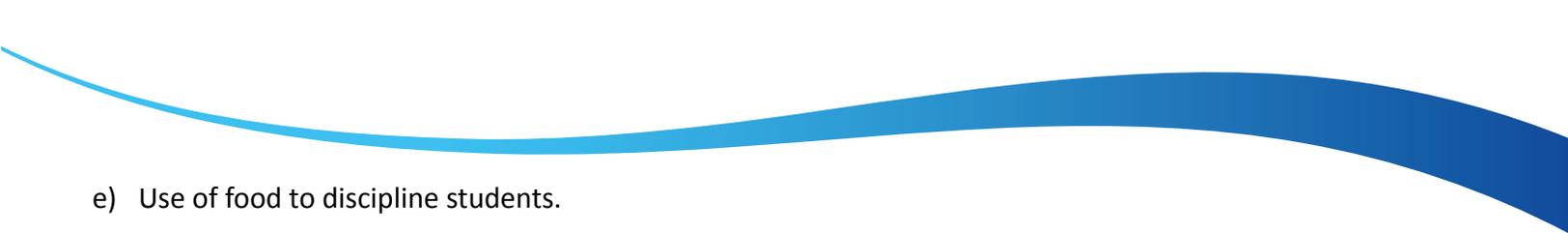
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e) Use of food to discipline students.

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f) Student rewards and incentives.

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g) Restricting the location and times during which vending machines, school stores, etc. will be accessible.

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h) Food and beverage marketing in your school.

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## Example Policy Language and Policies

Now that you have discussed your goals for foods and beverages sold and served outside of the school meal program, review the example policy language and policies provided below. Draw from the information provided on the previous pages, your discussions, and these examples to draft your own policy regarding foods and beverages in schools.

### Example Policy Language – Other Foods and Beverages

#### Food and beverage guidelines

- The school district sets guidelines for foods and beverages in a la carte sales in the food service program on school campuses.\*
- The school district sets guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses.\*
- The school district sets guidelines for refreshments served at parties, celebrations, and meetings during the school day.\*
- The school district makes decisions on these guidelines based on nutrition goals, not on profit making.\*
- The school district will prohibit the use of food as a reward or punishment in schools.

#### Fundraising

- The school district sets guidelines for foods and beverages sold as part of school-sponsored fundraising activities.\*
- The school district will ensure that all schools' fundraising efforts support healthy eating.

*\*Schools must expand on sample language to specify the nutrition standards they will follow.*

Source: USDA Food and Nutrition Service

[http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_examples.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_examples.html)

## Example Policy Language – Vending Machine Guidelines

### Guidelines for Nutritious Choices in Vending Machines

Foods and beverages sold through school vending machines that meet acceptable nutritional standards shall consist of the following:

1. Plain, unflavored, noncarbonated water;
2. Milk, as that term is defined in C.R.S. 25-5.5-101, and shall include but not necessarily be limited to chocolate milk, soy beverage, rice beverage and other similar dairy or nondairy beverages;
3. One hundred percent fruit juices or fruit-based drinks composed of no less than fifty percent juice, without additional sweeteners;
4. An electrolyte replacement beverage that contains forty-two grams or fewer of additional sweetener per twenty-ounce serving;
5. Nuts, seeds, dairy products, fresh fruits or vegetables, dried fruits or vegetables, and packaged fruits in their own juice; and
6. Any other food item containing:
  - Not more than thirty-five percent of total calories from fat and not more than ten percent of those calories from saturated fat; and
  - Not more than thirty-five percent of its total weight in sugar.

*NOTE: For purposes of this exhibit, “additional sweetener” means an additive that enhances the sweetness of a food or beverage, including but not limited to sugar. “Additional sweetener” does not include the natural sugar or sugars that are contained in any fruit juice that is a component of the food or beverage.*

(Issue date)

COLORADO SAMPLE EXHIBIT 2004©

## Policy Examples: Other Foods and Beverages

### Example 1

#### Food and Beverages in Schools

- A. Food and Behavior
  - a. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan, behavior intervention plan, or a 504 Individual Accommodation Plan).
  - b. Schools will not withhold foods or beverages as punishment.
- B. Fundraising
  - a. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non-food items.
  - b. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus.
  - c. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus.
  - d. The district wellness committee will disseminate a list of healthy fundraising options to schools and student organizations and will serve as a resource.
  - e. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible.
- C. Celebrations
  - a. Classroom celebrations will encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus.
  - b. The district wellness committee will disseminate a list of healthy party ideas to parents and teachers and will serve as a resource.
- D. Sharing Foods and Beverages

Schools will not allow students to share their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets.

*(continued on next page)*

#### E. Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health. The district will work towards serving whole grains, fruits, vegetables and low-fat dairy as the primary snack items.

#### F. Foods Sold Outside of the Reimbursable Meals Menu

The District will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following:

##### At Elementary Schools

- Reimbursable meal menu items;
- Fruits;
- Vegetables;
- Low-fat dairy items;
- Yogurt;

##### At Middle/Junior High and High Schools (includes grades 6-8 in K-8 buildings)

- Reimbursable meal menu items;
- Foods that contain 7 grams of fat or less per serving;
- Foods that do not have sugar or other caloric sweeteners as the first ingredient;

#### G. Beverages

a. The following beverages may be allowed for sale in all Minneapolis Public Schools:

- Unflavored or flavored low-fat or fat-free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA);
- Water without added caloric sweeteners or artificial sweeteners;
- 100% juice.

b. The following beverages will not be allowed for sale in any Minneapolis Public Schools:

- Soft drinks containing caloric sweeteners or artificial sweeteners;
- Sports drinks;
- Iced teas;
- Fruit based drinks that contain less than 100% real fruit juice;
- Beverages containing caffeine, excluding low-fat or fat free chocolate milk (which contain trivial amounts of caffeine).

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## H. Portion Sizes

Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to:

- One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non frozen yogurt;
- Twelve fluid ounces for beverages, except
  - 16 fluid ounces for milk;
  - Unlimited for water
- Fruits and non-fried vegetables are exempt from portion size limits.

## I. Food Marketing

- a. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals sold outside of the reimbursable meals menu.
- b. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low-fat dairy products is encouraged.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### Nutritious Food Choices

1. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Schools shall take efforts to encourage students to make nutritious food choices. (See standards below).
2. Food and beverages sold or served on school grounds or at school-sponsored events during the normal school day shall meet the Dietary Guidelines for Americans and other nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs. This includes:
  - a. A la carte offerings in the food service program;
  - b. Food and beverage choices in vending machines, snack bars, meal-period kiosks, and school stores;
  - c. Food and beverages sold as part of school-sponsored fundraising activities; and
  - d. Refreshments served at student parties, celebrations, and meetings.
3. Foods of Minimal Nutritional Value as defined by 7 CFR 210.11(2) is prohibited from being served or sold anywhere a reimbursable meal is served, sold, and/or eaten. Foods of minimal nutritional value as defined by USDA include carbonated beverages, water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.
  - a. Non-Creditable Food Items: may be served during the lunch period, as well as contribute to the nutritional content of the menu. However, these foods do not count towards USDA meal patterns. Schools are encouraged to limit availability of these food items to students.
  - b. Creditable Food Items: are determined by USDA to have nutritional value and acceptable as a component of a complete meal. Schools are encouraged to serve a variety of credible food items.

### Food Sales

1. At the discretion of the food service director, the management of foods sales on school grounds shall be under the management of the school food service program, (except foods sold as part of a fundraising activity). If food and beverages are sold from vending machines or school stores during school hours and are not under the management of the school's food service programs, the nutrition requirements of USDA's School Lunch Program and the nutrition environment requirements set forth in this policy must still be met.

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2. Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by a designated school official are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes are prohibited during meal services and until 30 minutes after the last meal is served during the school day. Foods sold for fundraising purposes during the school day shall be monitored by the food service director to ensure compliance with the nutritional standards established by the USDA for school food service programs, as well as nutrition standards set forth by the Arizona Department of Education Child Nutrition Programs. Organizations raising funds by selling foods must schedule and authorize the fundraiser with the food service director prior to the event.
3. Foods and beverages that have sugar, corn syrup, shortening, lard, or something similar as the first ingredient may not be sold to students on school grounds during the normal school day.

### **Standards for Foods and Beverages Offered During the School Day**

The Dietary Guidelines for Americans and the Child Nutrition Program regulations will be used in deciding what foods and beverages will be available.

Foods and beverages offered other than the lunch or breakfast will offer replacement nutrient value to the consumer. The item will offer a good source of nutrients, be moderate in sodium, be moderate or low in fat, and be moderate in sugar that is not naturally occurring in the food and moderate in calories.

Offer a variety of beverages at a location so consumers may make a choice appropriate to their need.

Offer skim or 1% milk fat beverage selections where 2% milk fat or whole milk fat beverages are available and encourage the consumption of lower fat options.

Offer a variety of foods that can be used as replacement for part of a traditional meal or additive to a meal when additional calories and nutrients are needed because of energy expenditure.

If the offering is with the intent of being additive to the nutrient content of lunch or breakfast, the reason for the need for additive nutrients needs to be identified and decisions made based on the need(s).

Involve students in the process.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nsfp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

#### **Foods and Beverages Sold Individually**

(i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

**Elementary Schools.** The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually will be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

**Middle/Junior High and High Schools.** In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

#### **Beverages**

- **Allowed:** water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- **Not allowed:** soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

#### **Foods**

- A food item sold individually:
  - Will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
  - Will have no more than 35% of its weight from added sugars;
  - Will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

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## Portion Sizes

Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

**Fundraising Activities.** To support children’s health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

**Snacks.** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

**Rewards.** Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment.

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**Celebrations.** Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Each party will include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

**School-sponsored Events.** (Such as, but not limited to, athletic events, dances, or performances.) Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

**Food Marketing in Schools.** School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**Communication with Parents.** The district will support parents' efforts to provide a healthy diet for their children. The district will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>









# **Physical Education and Physical Activity**



## E. Physical Education and Physical Activity

The school physical activity environment is shaped by the availability of physical education (PE), recess, in-class physical activities, active commuting programs, and before- and after-school programs.<sup>23,24</sup>

Research shows that regular PE and physical activity can improve classroom behavior and academic achievement and does not take away from time spent on other class activities.<sup>25</sup>

### Physical Education

School-based physical education provides students with opportunities to increase daily physical activity while teaching skills and knowledge needed to promote and maintain an active lifestyle.<sup>26</sup> Minnesota K–12 Academic Standards and Graduation Requirements state that “in grades K–8, physical education instruction must be given to all students each year. Grade 9–12 instruction must be provided to all students at least once in both areas (health and physical education).” Minnesota does not require PE credit for graduation but does allow local districts to implement higher standards.

The National Association for Sport and Physical Education (NASPE) has developed national standards for PE to provide a framework for a quality PE program.<sup>27</sup> Per state legislation and beginning with the 2012–2013 school year, all Minnesota school districts must implement these NASPE standards for a quality PE program:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health-enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<sup>23</sup> Robert Wood Johnson Foundation, Trust for America’s Health. (June 2010). “F as in Fat: How Obesity Policies are Failing in America, 2010.” <http://healthyamericans.org/reports/obesity2010/Obesity2010Report.pdf>. Accessed August 20, 2010.

<sup>24</sup> Institute of Medicine of the National Academies. Committee on Preventing Obesity in children and Youth, Food and Nutrition Board, Board on Health Promotion and Disease Prevention. “Preventing Childhood Obesity: Health in the Balance.” Washington, D.C.: National Academies Press; 2004.

<sup>25</sup> Story, M.; Kaphingst, K.M.; French, S. (2006). “The role of schools in obesity prevention.” *Future Child*. 16(1):109-142.

<sup>26</sup> Centers for Disease Control and Prevention. (1997, March). “Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People.” *MMWR*.46(RR-6).

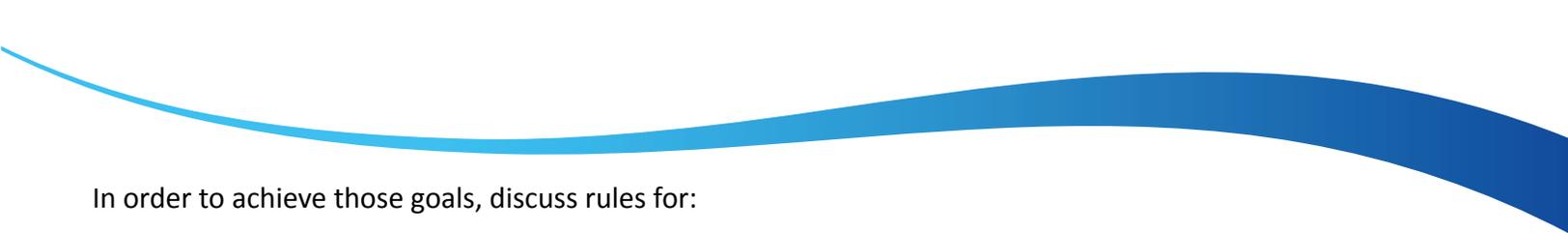
<sup>27</sup> National Association for Sport and Physical Education. (n.d.) “Moving into the Future: National Standards for Physical Education, 2nd Edition.” Retrieved October 11, 2010, from <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>.











In order to achieve those goals, discuss rules for:

- a) The number of days per week, minutes, or hours per day physical activity will be provided (outside of physical education) through classroom-based or other physical activities.

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- b) The number of days per week and number of minutes per day that recess will be offered (elementary schools only). Will staff keep students engaged in recess through structured play activities? Will recess be provided before or after lunch?

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- c) Whether your school will prohibit the use or withholding of PE and physical activity as punishment.

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g) What community partnerships, if any, your school will pursue to increase students' access to indoor and outdoor physical activity facilities.

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**Example Policy Language and Policies**

Now that you have discussed your goals for physical education and physical activity, review the example policy language and policies provided below. Draw from the information provided on the previous pages, your discussions, and these examples to draft your own policy regarding physical education and physical activity in schools.

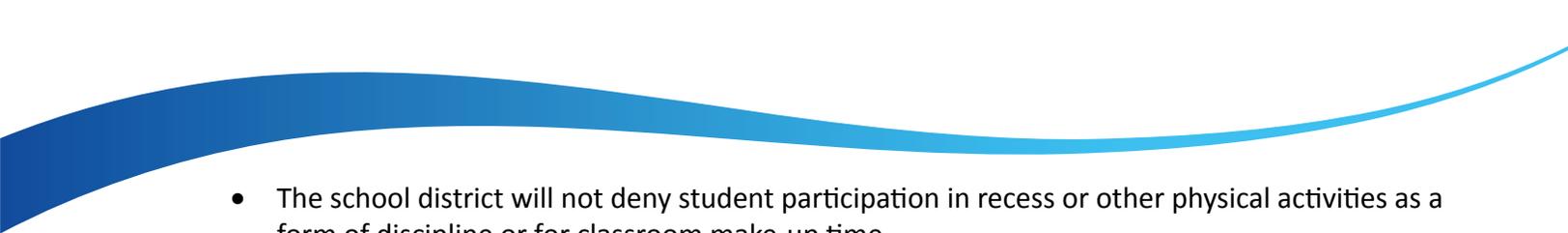
**Example Policy Language – Physical Education and Physical Activity**

Physical Education

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- The school district will provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.

Physical Activity

- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools will work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools will encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools will provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

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- The school district will not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time.
  - The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
  - The school district encourages parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

*Source: USDA Food and Nutrition Service*

[http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_examples.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_examples.html)

# Policy Examples: Physical Education and Physical Activity

## Example 1

### Physical Activity

#### 1. Physical Education (P.E.)

- a. The district will provide students regular physical education of 150 minutes/week for elementary and 225 minutes/week for middle and high school students for the entire school year.
- b. The district will maintain graduation requirements of two credits of both health and physical education in high school.
- c. The district will follow state compulsory instruction law which requires all students ages 7-16 (and kindergarten) to receive instruction in health and physical education. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible).
- d. All physical education will be taught by a certified physical education teacher.
- e. Physical education courses will provide an opportunity for students to learn, practice and be assessed on developmentally appropriate motor skills, social skills and knowledge.
- f. Student involvement in other activities involving physical activity (i.e. interscholastic or intramural sports or elective classes such as marching band) will not be substituted for meeting the physical education requirement.
- g. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- h. The district will establish an enrollment cap for PE class sizes to ensure adequate supervision and minimize risk of school district liability for injuries.
- i. Schools will increase the number of physical education electives available to high school students.
- j. Age appropriate physical activities to promote positive growth and development will be implemented for early childhood programs within the district.

#### 2. Integrating Physical Activity into the Classroom Setting

For students to receive the recommended amount of physical activity throughout the day (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE (physical education) education class. Toward that end:

- a. Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
- b. Opportunities for physical activity will be incorporated into other subject lessons (such as science, math and social studies), where appropriate;
- c. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate; and
- d. Schools will discourage extended periods (i.e. periods of two or more hours) of inactivity.

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### **3. Daily Recess**

All elementary school students will have at least 20 minutes a day of supervised recess, preferably before lunch and outdoors, during which schools will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

### **4. Physical Activity Opportunities Before and After School**

- a. All schools will provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs, interests and abilities.
- b. Middle and high schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.
- c. High schools shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Minnesota State High School League.
- d. Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.
- e. Out of school hour childcare and programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.
- f. School facilities will be available to students, staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education.
- g. School communities will examine if biking and walking to school is safe and encourage students to bike and walk to school where appropriate.

### **5. Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### Physical Activity and a Healthy School Environment

#### A. Recommendations for Physical Activity

1. Physical education courses should be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
2. Physical activity involves bodily movement that results in an expenditure of energy of at least a moderate intensity level and for duration sufficient to provide a significant health benefit for students.
3. Children should accumulate at least 60 minutes of physical activity on all or most days of the week. This can be accomplished through several bouts of physical activity lasting 15 minutes or more each day.
4. Extended periods of inactivity (periods of two or more hours) are discouraged.

#### B. Recommendations for Physical Education for Children During the Normal School Day

1. Ensure that state-certified physical education teachers teach all physical education classes.
2. Provide an adequate amount of time for physical education classes. Schools should provide at least 150 minutes per week for elementary students and at least 225 minutes per week for middle and high school students for the entire school year.
3. Ensure that physical education classes have a teacher/student ratio comparable with those of other classes
4. Implement a sequential physical education course of study consistent with national standards for physical education and with a focus on students' development of motor skills, movement forms, and health-related fitness.
5. Ensure that students are moderately to vigorously active at least 50% of the time while participating in physical education classes.
6. Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
7. Prohibit the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

#### C. Encouraging Lifetime Physical Activity

1. Schools should provide daily recess periods of at least 20 minutes for all elementary school students.
2. Schools should provide physical activity breaks during classroom hours.
3. Schools shall offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically gifted and those with special health care needs.

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4. Schools will be encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day.
  5. Schools should encourage parents and community members to institute programs that support physical activity, such as a walk to school program.
  6. Schools should encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nslp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

#### Physical Activity Opportunities and Physical Education

**Daily Physical Education (P.E.) K-12.** All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Integrating Physical Activity into the Classroom Setting.** For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Daily Recess.** All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

**Physical Activity Opportunities Before and After School.** All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

*(continued on next page)*



After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment.** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**Safe Routes to School.** The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours.** School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

**Communication with Parents.** The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents’ efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

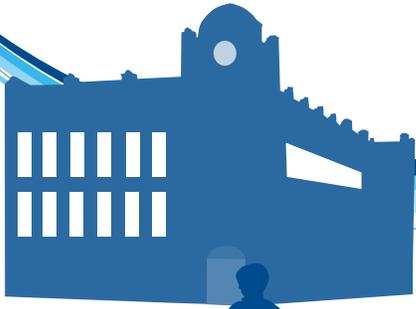
*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>









## **Other School-Based Activities**



## F. Other School-Based Activities

There are many school-based activities outside of traditional nutrition and physical activity programs that can influence students' habits. Examples include school gardens, farm-to-school programs, parent and community involvement, and school wellness councils. A comprehensive school wellness policy should take into account all school activities in order to ensure that the school environment sends consistent and accurate health messages and provides students opportunities to put into practice the healthful skills they are learning.

### Goals

Think about the other school-based activities currently offered at your school and your goals for them. Do existing activities incorporate physical activity or nutrition-related components?

- Yes (*List activities*)

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- No (*What opportunities, if any, exist for restructuring current activities to incorporate physical activity and nutrition components or expanding on the types of activities offered?*)

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In the spaces below, discuss goals and specific practices for each of the activities identified above.

- a) School garden (*if applicable*)

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- b) Farm-to-school program (*if applicable*)

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c) School wellness council *(Note: all schools are strongly encouraged to maintain a school wellness council comprised of a diverse group of parent/student/teacher/community representatives to assist with the ongoing implementation and evaluation of their wellness policies.)*

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d) Special events *(if applicable, please specify)*

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e) Field trips *(if applicable)*

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f) Family and community involvement *(e.g. what, if anything, your school will do to encourage parents and families to support and reinforce healthful nutrition and physical activity practices through activities and role modeling.)*

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g) Other *(please specify)*

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## **Example Policies**

Now that you have discussed your goals for other school-based activities, review the sample policies provided below. Draw from the information provided on the previous pages, your discussions, and these examples to draft your own policy regarding other-school based activities.

## **Policy Examples: Other School-Based Activities**

### **Example 1**

#### **Communication with Families and the Community**

1. The district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The district will provide information to families, community based organizations and the general public about ways to promote healthy lifestyles.
5. The district will encourage community based organizations and other out of school time activity providers to provide healthy foods and physical activity as part of their programming.
6. The district will encourage community based organizations and other out of school time activity providers to adopt wellness policies that will promote healthy lifestyles.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### **School Health Councils**

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

### **Communications with Parents**

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

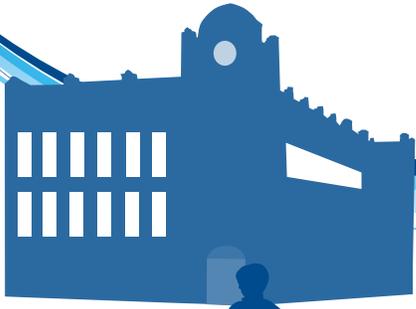
The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>







## **Staff Wellness**





## Example Policies

Now that you have discussed your goals for staff wellness, review the example policies provided on the next page. Draw from the information provided above, your discussions, and these examples to draft your own policy regarding staff wellness.

## Policy Examples: Staff Wellness

### Example 1

#### Staff Wellness

School staff members serve as role models for students and are the key to successful implementation of student wellness programs. Therefore, the district and schools should offer staff wellness programs as well as general wellness resources and opportunities. This may include workshops and presentations on health promotion, stress management, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

### Example 2

#### Staff as Role Models.

1. School staffs are encouraged to model healthy eating behaviors. Schools should offer wellness programs that include personalized instruction about healthy eating and physical activity.

*Source: Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nslp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

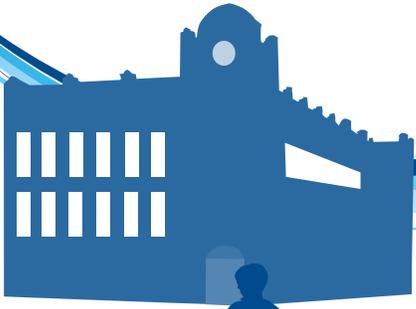
**Staff Wellness.** \_\_\_\_\_ School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>







# **Accountability**





## Example Policies

Once you have identified who you believe should be held accountable for implementation of your wellness policy, review the example policies provided on the next page. Draw from your discussion and these examples to draft your own policy language for accountability.

## Policy Examples: Accountability

### Example 1

#### Accountability

The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the district Wellness Policy and Guidelines. These procedures shall include adoption of guidelines, designation of district level and site-based staff responsible for policy implementation and the development of a work plan with district-wide assessment, timeline and evaluation indicators. An annual report will be made to the School Board to ensure district wide compliance with the policy and guidelines.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

### Example 2

**Monitoring.** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

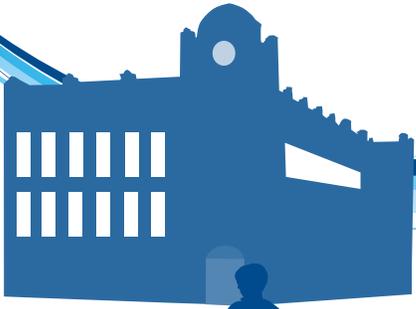
School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal).

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>







# Communication







### **Example Policy**

Once you have identified your general communication strategy, review the example policy provided below. Draw from your discussion and this example to draft your own policy language for communication.

## **Policy Example: Communication**

### **Example 1**

#### **Communications**

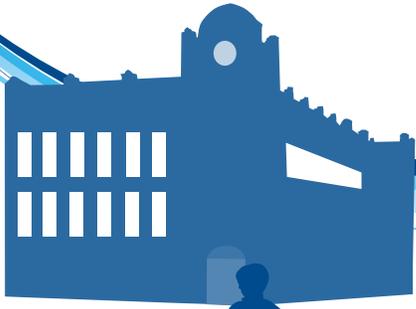
The school district will develop and implement a communications plan which includes staff and student training and communication to families to ensure understanding of the rationale for the wellness policy and needs and actions of the wellness policy.

*Source: Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)







# Implementation and Evaluation



## J. Implementation and Evaluation

The final section of your school wellness policy establishes your process and timeline for implementation and evaluation. This is a critical step in ensuring there is a plan to put into practice the goals and rules you identified in the previous sections. Legislation requires that schools allow parents, students, school staff, and representatives from the school food service, school board, school administration, and the community to participate in reviewing and updating the school wellness policy.

### WellSAT: Wellness School Assessment Tool

WellSAT is a free wellness school assessment tool, developed by the Yale Rudd Center for Policy and Obesity. The tool, which assesses the strength and comprehensiveness of school wellness policies, allows schools to evaluate the overall quality of their wellness policy and track progress over time. It is designed as a survey consisting of 50 items that cover the areas of nutrition education and promotion, physical activity and physical education, school meals, and competitive foods and includes examples of language from real school wellness policies to assist with scoring. Users are given a scorecard upon completion that includes personalized guidance and links to resources for improving the policy, based on assessment results. Schools can access the tool online at [www.wellsat.org](http://www.wellsat.org).

Discuss the items outlined below. Then review the example policies provided and draw from your discussions and the information above to draft your own plan for implementation and evaluation of your school wellness policy. (Note that, while it is OK for your policy to consist of a higher level statement of your implementation plan, your team may decide that it is beneficial to supplement your policy with a more detailed implementation plan that outlines action steps for implementing goals and guidelines specific to each component of your wellness policy.)

a) When will the policy go into effect?

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b) Will parts of the policy or implementation plan need to be phased-in? If yes, which parts and how/when will this be accomplished? Who will be responsible?

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f) Who will be involved in reviewing and evaluating the effectiveness of the policy and how will they be engaged?

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g) What will the process be for making changes to the policy, based on evidence of its implementation or effectiveness?

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h) How will progress towards implementation of the policy and compliance with the policy be reported to the school board, administration, and other stakeholders?

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# Policy Examples: Implementation and Evaluation

## Example 1

### Implementation and Monitoring

1. The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the wellness policy. These procedures shall include adoption of current guidelines, the designation of district level and site-based staff responsible for policy implementation and an implementation work plan.
2. An annual report will be made to the School Board to ensure district-wide compliance with the policy.
3. A Wellness Committee shall be formed to plan, implement, and improve the school district's nutrition and physical activity environment.
4. A district-wide assessment will be implemented to assess the nutrition and physical activity needs of students. Assessments will be repeated every three years to help review policy compliance, assess programs, and determine areas in need of improvement.
5. An implementation work plan will be created with timeline and evaluation indicators.
6. Schools will include wellness policy implementation plans in their School Improvement Plans.
7. The school district will develop and implement a communications plan which includes training to ensure understanding of the rationale for the wellness policy and the implementation plan.

Source: *Minneapolis Public Schools*

[http://sss.mpls.k12.mn.us/uploads/Wellness\\_Policy.pdf](http://sss.mpls.k12.mn.us/uploads/Wellness_Policy.pdf)

## Example 2

### Implementation Action Plan

- Governing Board action is required to demonstrate the adoption is a consistent standard for the school district.
- Internal organization communications will identify responsibility and accountability aspects.
- School community communications will include the rationale, references, and outline of policy changes.
- A stakeholder advisory group will be created to assist district employees with implementation.
- A district position will be identified that will be responsible for inquiries and actions regarding the policy implementation.

Source: *Action for Healthy Kids, Arizona State Team*

<http://www.ade.az.gov/health-safety/cnp/nslp/NutritionPolicy-StateBoardMeeting.pdf>

### Example 3

**Monitoring.** The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review.** To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

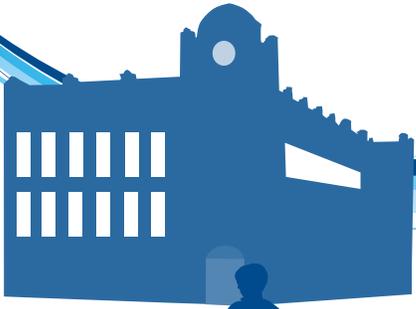
Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

*Source: Model School Wellness Policies*

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>







## Definitions







## VIII. Next Steps for Implementing your School Wellness Policy

At this point, your wellness team has drafted policy language for each of the key components of a comprehensive wellness policy. The next step is to merge each of the sections to create a complete policy and review all policy language for revisions and corrections. The components of the policy should be organized in whatever way you feel is most logical. One possible outline is suggested below. Examples of school wellness policies in their entirety are included in section XI of this workbook.

### Local School Wellness Policy Outline

1. Purpose, Findings and Statement of Policy
2. Definitions
3. Accountability
4. Communication
5. Nutrition Education Guidelines
6. School Meal Program Guidelines
7. Foods and Beverage Guidelines
8. Physical Education and Physical Activity Guidelines
9. Other School-Based Activities Guidelines
10. Staff Wellness
11. Implementation and Evaluation

Once you have a final draft of your school wellness policy, you will need to present it to the school board for approval. Follow your school's procedures for formal adoption of the wellness policy. Adoption of the policies may take more than one school board meeting, as members will likely want to review and discuss the components of the policy before voting on it.

If you have kept school board members updated and involved throughout the policy writing process, there shouldn't be any surprises at the meeting(s). Nonetheless, be prepared to justify each of the components of your policy and the specific language and guidelines that you have proposed. Don't be caught off guard if someone tries to remove language or weaken it with looser language. Keep in mind the characteristics of a strong wellness policy (see page 9) and know what you are and are not willing to compromise on. Also be cognizant of other district policies or practices that will need to be changed to be in line with your proposed school wellness policy. If there are, know which ones and have a plan for how they could be changed.

Once your school wellness policy has been adopted, keep the momentum going and ensure it is put into practice. Gather your team and wellness coordinators and begin taking the necessary steps to putting your implementation and evaluation plan into action.

## IX. Additional Resources for Policy Development

### **Action for Healthy Kids**

<http://www.a4hk.org/index.php>

Offers multiple resources geared towards combating childhood obesity, with specific suggestions and materials for schools. Includes a Wellness Policy Tool that guides schools through the process of writing a school wellness policy.

### **Centers for Disease Control and Prevention—Healthy Schools, Healthy Youth!**

<http://www.cdc.gov/healthyyouth/>

Resources and data on a variety of health topics specific to youth and schools.

### **Minneapolis Public Schools—Healthy Kids, Focused Students**

<http://sss.mpls.k12.mn.us/hkfs.html>

Information and resources specific to school wellness initiatives in Minneapolis Public Schools.

### **Minnesota Department of Education**

[http://education.state.mn.us/MDE/Learning\\_Support/FNS/Health\\_Wellness/index.html](http://education.state.mn.us/MDE/Learning_Support/FNS/Health_Wellness/index.html)

Resources developed by Food and Nutrition Services to support and justify school health and wellness programs, including a local wellness policy development tool.

### **National Association of State Boards of Education**

#### **“Fit, Healthy, and Ready to Learn: a School Health Policy Guide”**

<http://www.nasbe.org/index.php/shs/53-shs-resources/396-fit-healthy-and-ready-to-learn-a-school-health-policy-guide>

Downloadable text that offers explanations concepts in model policies, policy examples, and resources to justify school wellness policies.

### **Public Health Law Center**

<http://publichealthlawcenter.org/>

Policy guides and resources specific to school wellness initiatives.

### **Statewide Health Improvement Program (SHIP) of the Minnesota Department of Health**

<http://www.health.state.mn.us/healthreform/ship/>

Information specific to the Statewide Health Improvement Program.

### **USDA—Team Nutrition**

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

Outlines federal requirements for wellness policies, general process for implementing a policy, and sample policy language.



**The Wellness Solution**

[http://www.johnstalkerinstitute.org/wellness/sample\\_policies.htm](http://www.johnstalkerinstitute.org/wellness/sample_policies.htm)

A resource center of sample wellness policies from Massachusetts schools. Also includes links to additional policy development guides.

**WellSat**

<http://www.wellsat.org>

Online tool for assessing school wellness policies.

**Wisconsin Association of School Boards:**

<http://www.wasb.org/wellness.html>

Information on developing, implementing, and evaluating school wellness policies.

## X. School Wellness Policy Meeting Attendance Record

### School Wellness Policy Meeting Attendance Record

Date of Meeting: \_\_\_\_\_

#### School Staff Members

Name	Phone/Email

#### Parents

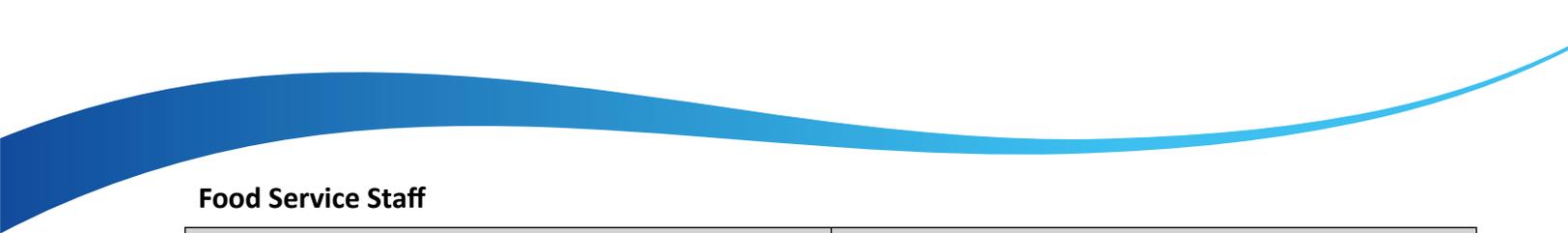
Name	Phone/Email

#### Students

Name	Phone/Email

#### School Board

Name	Phone/Email



**Food Service Staff**

Name	Phone/Email

**Community Members**

Name	Phone/Email

**Other**

Name	Phone/Email

## XI. Full Examples of School Wellness Policies

### A. National Alliance for Nutrition and Activity (NANA)

#### \_\_\_\_\_ School District's Wellness Policies on Physical Activity and Nutrition

##### Preamble

*Whereas*, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

*Whereas*, good health fosters student attendance and education;

*Whereas*, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

*Whereas*, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

*Whereas*, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

*Whereas*, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

*Whereas*, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

*Whereas*, school districts around the country are facing significant fiscal and scheduling constraints; and

*Whereas*, community participation is essential to the development and implementation of successful school wellness policies;

*Thus*, the \_\_\_\_\_ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the \_\_\_\_\_ School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## **TO ACHIEVE THESE POLICY GOALS:**

### **I. School Health Councils**

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

### **II. Nutritional Quality of Foods and Beverages Sold and Served on Campus**

#### **School Meals**

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;<sup>33</sup>

<sup>33</sup> To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

- Serve only low-fat (1%) and fat-free milk<sup>34</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that half of the served grains are whole grain.<sup>35</sup>

Schools shall engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools shall share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals.** Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>36</sup>. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

**Summer Food Service Program.** Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

<sup>34</sup> As recommended by the *Dietary Guidelines for Americans 2005*.

<sup>35</sup> A whole grain is one labeled as a “whole” grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include “whole” wheat flour, cracked wheat, brown rice, and oatmeal.

<sup>36</sup> It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or “paid” meals.

### **Meal Times and Scheduling.** Schools:

- Will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Shall schedule meal periods at appropriate times, (*e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.);
- Shall not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will schedule lunch periods to follow recess periods (in elementary schools);
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Shall take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff.** Qualified nutrition professionals will administer the school meal programs. As part of the school district’s responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs shall include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>37</sup>

**Sharing of Foods and Beverages.** Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

### **Foods and Beverages Sold Individually**

(*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

**Elementary Schools.** The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually will be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

**Middle/Junior High and High Schools.** In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

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<sup>37</sup> School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

## Beverages

- **Allowed:** water or seltzer water<sup>38</sup> without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- **Not allowed:** soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

## Foods

- A food item sold individually:
  - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
  - will have no more than 35% of its *weight* from added sugars;<sup>39</sup>
  - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).<sup>40</sup>

## Portion Sizes:

- Limit portion sizes of foods and beverages sold individually to those listed below:
  - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
  - One ounce for cookies;

<sup>38</sup> Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a “Food of Minimal Nutritional Value” (Appendix B of 7 CFR Part 210).

<sup>39</sup> If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

<sup>40</sup> Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

**Fundraising Activities.** To support children’s health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

**Snacks.** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

**Rewards.** Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>41</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

**Celebrations.** Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

**School-sponsored Events** (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

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<sup>41</sup> Unless this practice is allowed by a student’s individual education plan (IEP).

### III. Nutrition and Physical Activity Promotion and Food Marketing

**Nutrition Education and Promotion.** \_\_\_\_\_ School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting.** For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Communications with Parents.** The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in Schools.** School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for *School Meals* or for *Foods and Beverages Sold Individually* (above).<sup>42</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>43</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**Staff Wellness.** \_\_\_\_\_ School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

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<sup>42</sup> Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>43</sup> Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

#### IV. Physical Activity Opportunities and Physical Education

**Daily Physical Education (P.E.) K-12.** All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess.** All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School.** All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment.** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**Safe Routes to School.** The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours.** School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## V. Monitoring and Policy Review

**Monitoring.** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review.** To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>44</sup> The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

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<sup>44</sup> Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

## **B. Minneapolis Public Schools**

**April 27, 2006**

### **Minneapolis Public Schools Wellness Policy & Guidelines**

#### **I. Purpose**

The purpose of this policy is to develop healthy learners through a school environment that promotes and protect students' health, well being and ability to learn by supporting healthy eating and physical activity.

#### **II. General Statement of Policy**

- A. The Minneapolis Public Schools recognize that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school district will involve students, parents, teachers, food service staff and community partners and industry experts in implementing, monitoring and reviewing our district Wellness Policy and Guidelines.
- C. The school environment will promote and protect students' health, well being and ability to learn by providing opportunities for healthy eating and physical activity.
- D. All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- E. All students will have access to a variety of affordable, nutritious and appealing foods that meet their health and nutrition needs.
- F. All foods and beverages made available on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will meet and strive to exceed USDA Dietary Guidelines where appropriate.
- G. The religious, ethnic and cultural diversity and food allergies of the student body will be respected in meal planning, nutrition education and physical activity; and school sites will provide clean, safe and pleasant settings with adequate time for students to eat.
- H. All schools in the district will fully participate in the federal school meal programs to the maximum extent practicable.

### **III. Accountability**

The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the district Wellness Policy and Guidelines. These procedures shall include adoption of guidelines, designation of district level and site-based staff responsible for policy implementation and the development of a work plan with district-wide assessment, timeline and evaluation indicators. An annual report will be made to the School Board to ensure district wide compliance with the policy and guidelines.

### **IV. Communications**

The school district will develop and implement a communications plan which includes staff and student training and communication to families to ensure understanding of the rationale for the wellness policy and needs and actions of the wellness policy.

## **Wellness Policy Implementation Guidelines**

### **A. Foods and Beverages in Schools**

#### **1. School Meals**

- a. The school district will provide healthy and safe school meal programs that comply with all federal, state, and local statutes and regulations.
- b. The Food Services Department will aim to be self-supporting; however, budget neutrality or profit generation will not take precedence over the nutritional needs of students.
- c. The Food Service Director will establish a menu committee that includes parents, students, and staff to assist in choosing new menu items to be served in schools.
- d. The District will accommodate the changing special nutrition needs of students and will accommodate the cultural, ethnic, and religious diversity of our community.
- e. Meals served through the National School Lunch and Breakfast Programs will:
  - Offer a variety of fruits and vegetables, with an emphasis on including a variety of fruits and vegetables from the blue/purple, green, white, yellow/orange, and red fruit and vegetable groups on the monthly menu.
  - Serve only low fat (1%) and fat free milk, except when whole or 2% milk is recommended for students with special nutritional needs; offer lactose reduced milk when requested by students and/or parent/guardian;
  - Work towards ensuring that at least half of served grains are whole grain;
  - Continue to exclude deep fried foods and strive to replace higher fat main entrée items with lower fat items as appropriate;
  - Continue to replace menu items that contain trans fats with foods that do not contain trans fats.
  - Be served in portion sizes that meet National School Lunch Program and Breakfast Program requirements.
  - Meet current USDA nutrition requirements.

## **2. Food Safety**

- a. All foods sold or served to students will be prepared in health inspected facilities under the guidance of food safety certified staff.
- a. The District will provide student access to hand washing or hand sanitizing before students eat any meals or snacks.

## **3. Scheduling of Meals**

- a. School sites will provide sufficient time for all students to eat in the school cafeteria and will schedule meal periods at appropriate times during the school day. Schools will move towards:
  - Providing students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch; and
  - Arranging for accommodations for students who need more time to finish their lunch; and
  - Scheduling meal periods at appropriate times (i.e. lunch should be served between 10:50 AM and 1PM); and
  - Scheduling lunch periods to follow recess periods in elementary schools to increase student nutrient intake and reduce food waste; and
  - Offering attractive dining areas which have enough space for seating all students scheduled for that meal period; and
  - Schools will evaluate their open campus policy, taking into consideration the food choices that students make when they are able to leave campus.
- b. The district and individual school sites will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfast that encourage participation, including “grab and go” breakfast, breakfast in the classroom, or breakfast during morning break.

## **4. Food and Behavior**

- a. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s Individual Education Plan, Behavior Intervention Plan, or a 504 Individual Accommodation Plan).
- b. Schools will not withhold foods or beverages as punishment.

## **5. Fundraising**

- a. Fundraising efforts will be supportive of healthy eating by emphasizing the sale healthy food items or of non-food items.
- b. Fundraising activities which involve the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus.
- c. Students and staff will be prohibited from personal fundraising efforts that include the sale of foods or beverages on campus.

- d. The district wellness committee will disseminate a list of healthy fundraising options to schools and student organizations and will serve as a resource.
- e. The district will make external organizations (e.g. parent teacher organizations, booster clubs, etc.) using school property aware of the policy regarding fundraising with food and beverage items and will encourage them to adopt the same policy. The district wellness committee will supply a list of healthier food choices and other choices for fundraising and will offer to help source certain items as is feasible.

## **6. Celebrations**

- a. Classroom celebrations will encourage healthy choices and portion control and not include more than one item that does not meet the requirements for foods sold outside of the reimbursable meals menus.
- b. The district wellness committee will disseminate a list of healthy party ideas to parents and teachers and will serve as a resource.

## **7. Sharing Foods and Beverages**

Schools will not allow students to share their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets.

## **8. Snacks**

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health. The district will work towards serving whole grains, fruits, vegetables and low-fat dairy as the primary snack items.

## **9. Foods Sold Outside of the Reimbursable Meals Menus**

The District will recognize that the purpose of all foods sold outside of the reimbursable meals menu are for in between or as an addition to balanced meals. Foods and beverages sold or served on campus (including, but not limited to, concessions, school stores, vending, beverage contracts, and a la carte cafeteria items) will be limited to the following:

### **At Elementary Schools**

- Reimbursable meal menu items;
- Fruits;
- Vegetables;
- Low-fat dairy items;
- Yogurt;

### **At Middle/Junior High and High Schools (includes grades 6-8 in K-8 buildings)**

- Reimbursable meal menu items;
- Foods that contain 7 grams of fat or less per serving;
- Foods that do not have sugar or other caloric sweeteners as the first ingredient;

## 10. Beverages

- a. The following beverages may be allowed for sale in all Minneapolis Public Schools:
  - Unflavored or flavored low-fat or fat-free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA);
  - Water without added caloric sweeteners or artificial sweeteners;
  - 100% juice.
- b. The following beverages will not be allowed for sale in any Minneapolis Public Schools:
  - Soft drinks containing caloric sweeteners or artificial sweeteners;
  - Sports drinks;
  - Iced teas;
  - Fruit based drinks that contain less than 100% real fruit juice;
  - Beverages containing caffeine, excluding low-fat or fat free chocolate milk (which contain trivial amounts of caffeine).

## 11. Portion Sizes

Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to:

- One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non frozen yogurt;
- Twelve fluid ounces for beverages, except
  - 16 fluid ounces for milk;
  - Unlimited for water
- Fruits and non-fried vegetables are exempt from portion size limits.

## 12. Food Marketing

- a. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals sold outside of the reimbursable meals menu.
- b. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low-fat dairy products is encouraged.

## B. Nutrition Education

Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will:

- a. Develop and deliver a sequential, interdisciplinary comprehensive K-12 health education program that will be included as part of a K-12 comprehensive curriculum delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8, 9-12;
- b. Be offered as a part of an early and consistent program that is integrated throughout the school day and after school programs;
- c. Use the school cafeteria as a “learning laboratory” and include enjoyable, developmentally age-appropriate, participatory activities such as taste tests, promotions, and visits to farms and gardens;
- d. Be culturally relevant and teach students about cross-cultural nutrition;
- e. Link with school meal programs, other school foods and nutrition-related community services;
- f. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, Community Health Clinics, ECFE, Adult Education and other community organizations;
- g. Be reviewed district-wide annually by school health education instructors, food service, health related services, city-wide student government, and medical and nutrition professionals;
- h. Promote a healthy lifestyle and wellness programs using district communications resources such as cable channel 15 and PSAs;
- i. Train staff in stress management, nutrition education and provide general wellness resources and opportunities.

## **C. Physical Activity**

### **1. Physical Education (P.E.)**

- a. The district will provide students regular physical education of 150 minutes/week for elementary and 225 minutes/week for middle and high school students for the entire school year.
- b. The district will maintain graduation requirements of two credits of both health and physical education in high school.
- c. The district will follow state compulsory instruction law which requires all students ages 7-16 (and kindergarten) to receive instruction in health and physical education. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible).
- d. All physical education will be taught by a certified physical education teacher.

- e. Physical education courses will provide an opportunity for students to learn, practice and be assessed on developmentally appropriate motor skills, social skills and knowledge.
- f. Student involvement in other activities involving physical activity (i.e. interscholastic or intramural sports or elective classes such as marching band) will not be substituted for meeting the physical education requirement.
- g. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- h. The district will establish an enrollment cap for PE class sizes to ensure adequate supervision and minimize risk of school district liability for injuries.
- i. Schools will increase the number of physical education electives available to high school students.
- j. Age appropriate physical activities to promote positive growth and development will be implemented for early childhood programs within the district.

## **2. Integrating Physical Activity into the Classroom Setting**

For students to receive the recommended amount of physical activity throughout the day (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE (physical education) education class. Toward that end:

- a. Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
- b. Opportunities for physical activity will be incorporated into other subject lessons (such as science, math and social studies), where appropriate;
- c. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate; and
- d. Schools will discourage extended periods (i.e. periods of two or more hours) of inactivity.

## **3. Daily Recess**

All elementary school students will have at least 20 minutes a day of supervised recess, preferably before lunch and outdoors, during which schools will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

## **4. Physical Activity Opportunities Before and After School**

- a. All schools will provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs, interests and abilities.
- b. Middle and high schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.

- c. High schools shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Minnesota State High School League.
- d. Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time.
- e. Out of school hour childcare and programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.
- f. School facilities will be available to students, staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education.
- g. School communities will examine if biking and walking to school is safe and encourage students to bike and walk to school where appropriate.

#### **5. Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment.

#### **D. Staff Wellness**

School staff members serve as role models for students and are the key to successful implementation of student wellness programs. Therefore, the district and schools should offer staff wellness programs as well as general wellness resources and opportunities. This may include workshops and presentations on health promotion, stress management, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling.

#### **E. Communication with Families and the Community**

- a. The district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children’s health and well-being.
- b. The district will support parents’ efforts to provide a healthy diet and daily physical activity for their children.
- c. The district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
- d. The district will provide information to families, community based organizations and the general public about ways to promote healthy lifestyles.
- e. The district will encourage community based organizations and other out of school time activity providers to provide healthy foods and physical activity as part of their programming.
- f. The district will encourage community based organizations and other out of school time activity providers to adopt wellness policies that will promote healthy lifestyles.

## F. Implementation and Monitoring

- a. The Superintendent shall execute administrative procedures that ensure the implementation of and compliance with the wellness policy. These procedures shall include adoption of current guidelines, the designation of district level and site-based staff responsible for policy implementation and an implementation work plan.
- b. An annual report will be made to the School Board to ensure district-wide compliance with the policy.
- c. A Wellness Committee shall be formed to plan, implement, and improve the school district's nutrition and physical activity environment.
- d. A district-wide assessment will be implemented to assess the nutrition and physical activity needs of students. Assessments will be repeated every three years to help review policy compliance, assess programs, and determine areas in need of improvement.
- e. An implementation work plan will be created with timeline and evaluation indicators.
- f. Schools will include wellness policy implementation plans in their School Improvement Plans.
- g. The school district will develop and implement a communications plan which includes training to ensure understanding of the rationale for the wellness policy and the implementation plan.

**Legal References:** 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
P.L. 108-265 (2004) § 204 (Local Wellness Policy)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org) and [www.actionforhealthykids.org/filelib/toolsforteam/recom/MNHealthy%20Foods%20for%20Kids%208-2004.pdf](http://www.actionforhealthykids.org/filelib/toolsforteam/recom/MNHealthy%20Foods%20for%20Kids%208-2004.pdf)  
American Association for Health, Physical Education, Recreation and Dance  
American Heart Association, [www.americanheart.org](http://www.americanheart.org)  
Center for Disease Control  
Hennepin County Health Department  
Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
National Alliance for Nutrition & Activity  
School Nutrition, [www.schoolnutrition.org](http://www.schoolnutrition.org)  
University of Minnesota Extension Service

## C. Action for Healthy Kids—Arizona State Team

### Arizona Healthy School Environment Model Policy

#### Introduction

- Approximately 13% of school-age children are obese, and 15% are overweight. (2001 Surgeon General's Report)
- Between 56 – 85% of school age children consume soda everyday. (J Am Diet Assoc. 2003)
- 51% of school-age children consume less than one serving of fruits and vegetables a day. (J Am Diet Assoc. 2003)
- 84% of school-age children consume too much fat. (J Am Diet Assoc. 2003)
- Among children of varying ages, 8 to 45% (depending on geographic region) of newly diagnosed cases of childhood diabetes are Type 2, non-insulin dependent associated with obesity. (American Academy of Pediatrics, 2000)
- Most high school students take only one year of physical education between grades 9 and 12 and less than a third of high school students attend physical education classes daily (NASPE 2001). One out of four children does not attend any school physical education classes. (CDC 1999-2000)

The research listed above presents an alarming reality that today's schools, communities, and families are faced with addressing. Recognizing the value of school meals and good nutrition, the Arizona State Team of the Action for Healthy Kids Coalition urges school educators, administrators and school board officials to create healthy school environments through adopting sound nutrition–food service environment policies. This Arizona “model” nutrition policy has been developed to protect the health of Arizona's school children so they may achieve their full academic potential.

The school nutrition-food service environment is one of the three initiatives identified by Action for Healthy Kids for providing a school environment that models health promotion and takes action to combat the rising health risks in children. For most children, the normal school day makes up nearly one-half of their awake hours. The school nutrition–food service environment is an important and critical partner with physical activity and nutrition education in improving children's health.

All Arizona public, private and charter schools should endeavor to voluntarily adopt the policy in part or as a whole, recognizing that the maximum benefit will be achieved by adopting the policy in whole.

#### Policy Terms and Definitions

**Action for Healthy Kids Coalition** - (AFHK) is a nationwide initiative dedicated to improving the health and educational performance of children through better nutrition and physical activity in schools. This effort represents a response to our nation's epidemic of overweight, sedentary, and undernourished children and adolescents. AFHK is composed of 51 State Teams and a national coordinating and

resource group. AFHK fosters sharing and collaboration among diverse stakeholders to encourage and facilitate meaningful change in schools. Guidance and direction is provided by more than 35 national organizations and government agencies representing education, health, physical activity and nutrition.

<http://www.actionforhealthykids.org/index.htm>

**Center For Disease Control and Prevention** – (CDC) is recognized as the lead federal agency for protecting the health and safety of people at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships.

<http://www.cdc.gov/default.htm>

**Overweight** - a state in which weight exceeds a standard based on height; (for adults) having a body mass index of 25-29.9. The CDC uses growth charts BMI-for-age to assess overweight in children (2-20 years old). A child or adolescent with a BMI in the 85th percentile to < 95 percentile is considered overweight.

**Obesity** - a state in which weight exceeds a standard based on height; (for adults) having a body mass index of 30 or greater. A child or adolescent with a BMI at or above the 95<sup>th</sup> percentile for children of the same age and sex is considered obese.

**Dietary Guidelines for Americans** – dietary recommendations for healthy Americans age 2 years and over about food choices that promote health specifically with respect to prevention or delay of chronic diseases.

**Physical Activity** - CDC defines physical activity as any bodily movement produced by skeletal muscles that results in an expenditure of energy.

**National School Lunch Program** – (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

**School Nutrition Association** – (SNA) has been advancing the availability, quality and acceptance of school nutrition programs as an integral part of education since 1946. The Association strives to see that all children have access to healthful school meals and nutrition education. The primary activities of the association are 1) providing education and training, 2) setting standards through certification and credentialing, 3) gathering and transmitting regulatory, legislative, industry, nutritional and other types of information related to school nutrition, and 4) representing the nutritional interests of all children.

<http://www.schoolnutrition.org>

**Hazard Analysis & Critical Control Points** – (HACCP) involves seven principles in order to identify, analyze, prevent and or control any biological, chemical, or physical hazard. HACCP was developed and is maintained as part of the Food and Drug Administration (FDA).

<http://www.cfsan.fda.gov/~comm/haccpov.html>

**Normal School Day** – Time period spanning from the first bell of the day that begins the first class period to the last bell of the day ending the final class period. For schools who have multiple schedules in place, the school day for each schedule ends 7 hours after the first bell indicating the start of the initial class of the first session.

## **Purpose and Goals**

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all school staff is encouraged to model healthy eating behavior as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- A food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- Pleasant eating areas for students and staff with adequate time for unhurried eating;
- An overall school environment that encourages students to make healthy food choices;
- Opportunities and encouragement for staff to model healthy eating habits;
- Services to ensure that students and staff with nutrition-related health problems are referred to appropriate services for counseling or
- medical treatment; and
- Strategies to involve family members in program development and implementation.

The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

## **I. The Food Service Operation**

### **A. Financial Management**

1. It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts, every school shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
2. The food service program shall aim to be financially self-supporting. However, the program is essential educational and support activity and budget neutrality or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it should not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

### **B. Program Requirements**

1. During each school day the food service program shall offer breakfast and lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program. Additionally, the food service program shall offer snacks based on the nutrient guidelines in the USDA's After School At-Risk Snack Program to those students in after-school education or enrichment programs. Schools are strongly encouraged to implement breakfast in the classroom at appropriate sites. Each school shall encourage all students to participate in these meal

opportunities. In particular, the school shall ensure that families are aware of need-based programs for free or reduced-price meals and that eligible families are encouraged to apply. The program shall maintain the confidentiality of students and families applying for or receiving free or reduced-price meals.

2. The school food service program shall operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of the state of Arizona. Schools shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. For the purpose of this policy, "Dietary Guidelines for Americans" refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies shall be designed to encourage students to purchase nutritious items. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
3. The school food service program shall monitor the nutrient breakdown of their menus. Regardless of menu planning format of nutrient or food based, schools shall analyze the menus offered to students using nutrient analysis software to ensure that USDA guidelines are being met.
4. The school food service program shall have in place a procedure for handling leftover food production. Staff shall cooperate with efforts in the community to recover wholesome excess food for distribution to people in need.

### **C. Staffing**

1. Each district/school shall employ a food service director, who is properly qualified, certified and/or credentialed according to current professional standards, to administer the school food service program and satisfy reporting requirements. The School Nutrition Association has established certification and credentialing standards available at <http://www.schoolnutrition.org/Index.aspx?id=30>. The American Dietetic Association (ADA) has established certification and credentialing standards available at [www.eatright.org](http://www.eatright.org). Schools should utilize SNA and ADA recommendations for food service staffing and qualifications to appropriately staff their food service departments.
2. Food service directors are strongly encouraged to implement the Arizona Department of Education training program, or equivalent, for all food service personnel. The Arizona Department of Education Child Nutrition Programs is defined as a training initiative for Food Services Directors so that they possess the necessary skills and resources to effectively train food service personnel.
3. Dining room supervisory staff (teachers, aids, janitorial staff, etc.) shall receive appropriate training in how to maintain safe, orderly, and pleasant eating environments.
4. Food service directors and staff are encouraged to inform and collaborate with classroom teachers about the school nutrition-food service environment and nutrition education.

#### **D. Adequate Eating Space and Time and Appropriate Use of Food**

1. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene must be available during all meal periods.
2. Rewards and incentives for academic performance shall be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it shall be used in the general celebration of the achievement, not as the reward.
3. Food shall not be withheld from students as punishment.

#### **E. Food Safety**

1. Schools shall encourage classes to order foods for classroom parties from the school's food service program or sources providing food in compliance with the Arizona Food Code 2000 to ensure compliance with food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines must be implemented to prevent food illness in schools.
2. All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation; handling, and storage; drinking water; sanitation; and workplace safety.
3. All food service personnel shall have adequate pre-service training and must hold a State issued or equivalent training certificate. All food service workers in establishments handling open food must obtain a food handler's card or applicable requirements for each county following the guidelines of the Arizona Department of Health Services.

### **II. Nutrition Education**

#### **A. Instructional Program Design**

1. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through twelfth. The nutrition education program shall focus on students' eating behaviors be based on theories and methods proven effective by published research, and be consistent with the state's/district's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn:
  - a. Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage;
  - b. Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and
  - c. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

2. Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.
3. The school health council shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards. Materials developed by food marketing boards or food corporations shall be examined for inappropriate commercial messages.

#### **B. Staff Qualifications**

1. Staff responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

#### **C. Educational Reinforcement**

1. School instructional staff shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of the school/district.
2. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for house-bound people. School officials should disseminate information to parents, students, and staff about community programs that offer nutrition assistance to families.

#### **D. Staff as Role Models**

1. School staffs are encouraged to model healthy eating behaviors. Schools should offer wellness programs that include personalized instruction about healthy eating and physical activity.

#### **E. Coordination of Programs**

1. The food service program shall be closely coordinated with nutrition instruction. The school cafeteria shall serve as a laboratory to allow students to apply critical thinking skills taught in the classroom. Food service staff shall also work closely with those responsible for other components of the school health program to achieve common goals. The Comprehensive Health Education Standards for Arizona Schools should be implemented throughout the entire school environment. These standards can be viewed at <http://www.ade.az.gov/>.
2. School culinary, vocational tech, art programs, etc. shall provide a consistent learning experience that reinforces the objectives of the school food service program and will comply with the Dietary Guidelines for Americans where appropriate.

3. Schools are encouraged to offer meals during breaks in the school calendar and to coordinate with other agencies and community groups to operate, or assist with operating, a summer food service program for children and adolescents who are eligible for federal program support. A child's need for nutrients does not end when school does.

#### **F. Nutrition-Related Health Problems and Modified Diets**

1. School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.
2. The school food service program will comply with USDA's disability requirements for modified diets. The school food service program is strongly encouraged to meet ethnic dietary requests as recommended by USDA.

### **III. Food Choices at School and a Healthy School Environment**

#### **A. The School Environment**

##### **1. Recess**

- a. Careful consideration of the school lunch environment shall be taken into account when scheduling recess. The importance of physical activity for children of all ages and supervised playtime for younger children shall be duly acknowledged. Center for Disease Control defines physical activity as any bodily movement produced by skeletal muscles that result in an expenditure of energy. It is encouraged that schools provide recess before lunch or at a different time than lunch at all appropriate sites. The Comprehensive Health Education Standards specifically detail and address Physical Activity Standards for Arizona Schools. These standards can be viewed at <http://www.ade.az.gov/>. For further standards on physical activity, please see Guidelines for Physical Activity section.

##### **2. Commercial Advertising**

- a. Partnerships between schools and businesses are encouraged and business sponsorship of educational activities and materials shall be duly acknowledged. However, such partnerships shall be designed to meet identified educational needs and healthy school environment goals and shall be evaluated for educational effectiveness by the school/district on an ongoing basis.
- b. Advertising messages will be consistent with and reinforce the objectives of the educational and nutrition environment goals of the school. Advertising of foods or beverages in the areas accessible to students during meal times must be consistent with established nutrition environment standards.

## B. Nutritious Food Choices

1. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Schools shall take efforts to encourage students to make nutritious food choices. (See attached guidelines).
2. Food and beverages sold or served on school grounds or at school-sponsored events during the normal school day shall meet the Dietary Guidelines for Americans and other nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs. This includes:
  - a. A la carte offerings in the food service program;
  - b. Food and beverage choices in vending machines, snack bars, meal-period kiosks, and school stores;
  - c. Food and beverages sold as part of school-sponsored fundraising activities; and
  - d. Refreshments served at student parties, celebrations, and meetings.
3. Foods of Minimal Nutritional Value as defined by 7 CFR 210.11(2) is prohibited from being served or sold anywhere a reimbursable meal is served, sold, and/or eaten. Foods of minimal nutritional value as defined by USDA include carbonated beverages, water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.
  - a. Non-Creditable Food Items: may be served during the lunch period, as well as contribute to the nutritional content of the menu. However, these foods do not count towards USDA meal patterns. Schools are encouraged to limit availability of these food items to students.
  - b. Creditable Food Items: are determined by USDA to have nutritional value and acceptable as a component of a complete meal. Schools are encouraged to serve a variety of credible food items.

## C. Food Sales

1. At the discretion of the food service director, the management of foods sales on school grounds shall be under the management of the school food service program, (except foods sold as part of a fundraising activity). If food and beverages are sold from vending machines or school stores during school hours and are not under the management of the school's food service programs, the nutrition requirements of USDA's School Lunch Program and the nutrition environment requirements set forth in this policy must still be met.
2. Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by a designated school official are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes are prohibited during

meal services and until 30 minutes after the last meal is served during the school day. Foods sold for fundraising purposes during the school day shall be monitored by the food service director to ensure compliance with the nutritional standards established by the USDA for school food service programs, as well as nutrition standards set forth by the Arizona Department of Education Child Nutrition Programs. Organizations raising funds by selling foods must schedule and authorize the fundraiser with the food service director prior to the event.

3. Foods and beverages that have sugar, corn syrup, shortening, lard, or something similar as the first ingredient may not be sold to students on school grounds during the normal school day.

#### **IV. Physical Activity and a Healthy School Environment**

##### **A. Recommendations for Physical Activity**

1. Physical education courses should be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
2. Physical activity involves bodily movement that results in an expenditure of energy of at least a moderate intensity level and for duration sufficient to provide a significant health benefit for students.
3. Children should accumulate at least 60 minutes of physical activity on all or most days of the week. This can be accomplished through several bouts of physical activity lasting 15 minutes or more each day.
4. Extended periods of inactivity (periods of two or more hours) are discouraged.

##### **B. Recommendations for Physical Education for Children During the Normal School Day**

1. Ensure that state-certified physical education teachers teach all physical education classes.
2. Provide an adequate amount of time for physical education classes. Schools should provide at least 150 minutes per week for elementary students and at least 225 minutes per week for middle and high school students for the entire school year.
3. Ensure that physical education classes have a teacher/student ratio comparable with those of other classes.
4. Implement a sequential physical education course of study consistent with national standards for physical education and with a focus on students' development of motor skills, movement forms, and health-related fitness.
5. Ensure that students are moderately to vigorously active at least 50% of the time while participating in physical education classes.
6. Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.

7. Prohibit the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

### **C. Encouraging Lifetime Physical Activity**

1. Schools should provide daily recess periods of at least 20 minutes for all elementary school students.
2. Schools should provide physical activity breaks during classroom hours.
3. Schools shall offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically gifted and those with special health care needs.
4. Schools will be encouraged to provide community access to and encourage students and community members to use the school's physical activity facilities outside of the normal school day.
5. Schools should encourage parents and community members to institute programs that support physical activity, such as a walk-to-school program.
6. Schools should encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

**The policy will be modified based on legislation.**

#### *Sources:*

*Centers for Disease Control and Prevention. (1997) Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People. Atlanta, GA: U.S. Department of Health and Human Services.*

*Centers for Disease Control and Prevention. (2003) Ten Strategies for Promoting Physical Activity, Health Eating, and Tobacco-Free Lifestyle Through School Health Programs. Atlanta, GA: U.S. Department of Health and Human Services.*

*Corbin CB, Pangrazi RP. Guidelines for Appropriate Physical Activity for Elementary School Children: 2003 Update. A Position Statement for Council for Physical Education for Children (COPE) of the National Association for Sport and Physical Education an association of the American Alliance for Health Physical Education and Recreation.*

## **Appendix**

### **A. Guidelines in Identifying and Selecting Foods of Good Nutritional Value**

#### **Implementation Guidelines**

The Implementation Guidelines Section offers suggestions and guidance in implementing the Action for Healthy Kids School Nutrition-Food Service Model Policy. Although many factors play a role in the thoughtful and purposeful implementation of rules governing foods and beverages available during the school day, it is suggested that the guiding principle be the normal school day is the environment wherein the demonstration model is consistent with what is taught in the classroom and the national health initiatives.

Section 1. Foods and Beverages Offered During the School Day

Section 2. Implementation Action Plan

Section 3. Establishing the Relationship Among the School Nutrition-Food Service Environment, Physical Activity and Nutrition Education

#### **Section 1. Foods and Beverages Offered During the School Day**

The Dietary Guidelines for Americans and the Child Nutrition Program regulations should be used in deciding what foods and beverages will be available.

Foods and beverages offered other than the lunch or breakfast should offer replacement nutrient value to the consumer. The item should offer a good source of nutrients, be moderate in sodium, be moderate or low in fat, and be moderate in sugar that is not naturally occurring in the food and moderate in calories.

Offer a variety of beverages at a location so consumers may make a choice appropriate to their need.

Offer skim or 1% milk fat beverage selections where 2% milk fat or whole milk fat beverages are available and encourage the consumption of lower fat options.

Offer a variety of foods that can be used as replacement for part of a traditional meal or additive to a meal when additional calories and nutrients are needed because of energy expenditure.

If the offering is with the intent of being additive to the nutrient content of lunch or breakfast, the reason for the need for additive nutrients needs to be identified and decisions made based on the need(s).

Involve students in the process.

## **Section 2. Implementation Action Plan**

Governing Board action is recommended to demonstrate the adoption is a consistent standard for the school district.

Internal organization communications should identify responsibility and accountability aspects.

School community communications should include the rationale, references and outline of changes.

A stakeholder advisory group should be created to assist district employees with the implementation.

A district position should be identified that will be responsible for inquiries and actions regarding the policy implementation.

## **Section 3. Establishing the Relationship Among the School Nutrition-Food Service Environment, Physical Activity and Nutrition Education**

When each element of the relationship among food consumption, physical activity and nutrition education occurs, the reference to the other two elements needs to be obvious and consistently offered.

Determine incremental approaches to implementing both physical activity and physical education improvements.

Utilize Arizona Health Services Department resources for planning physical activity awareness initiatives.