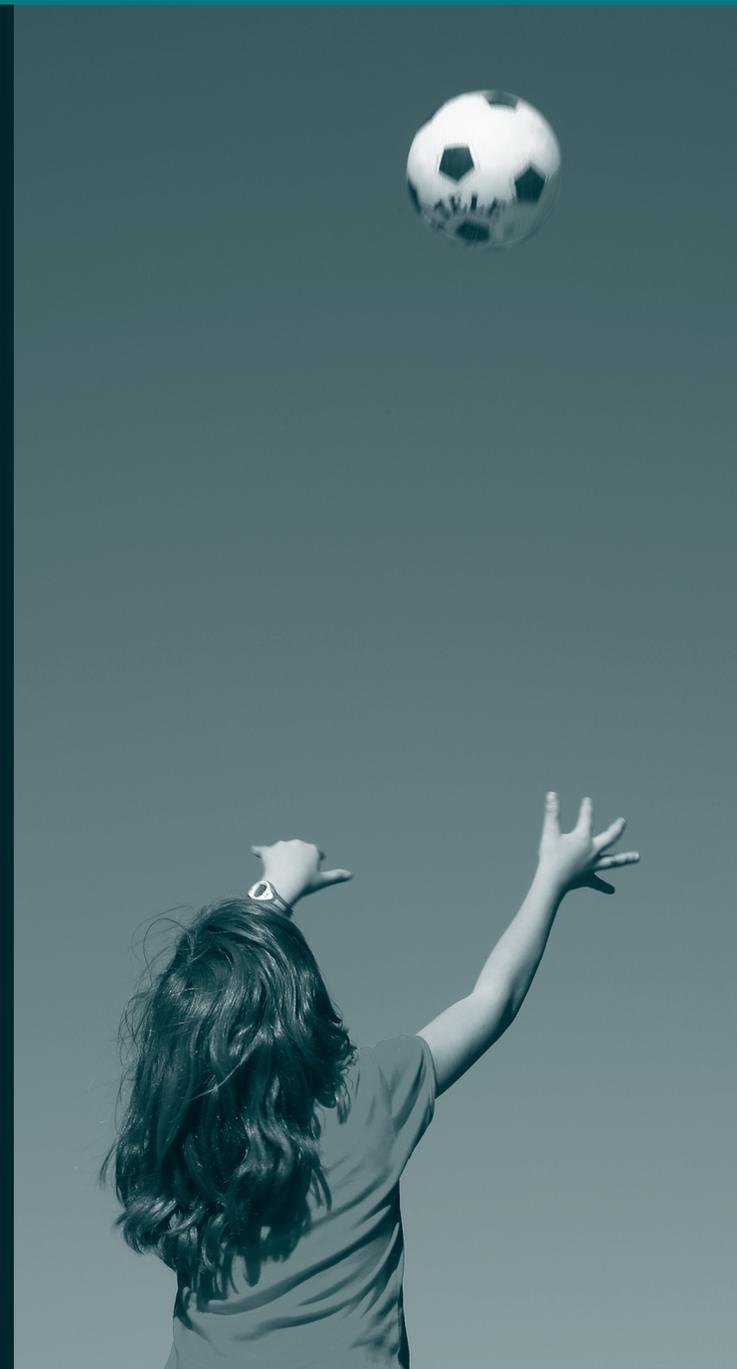


# Alaska School Wellness Toolkit



A Resource for Local School Wellness  
Policy Development and Implementation



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Policy Development and Implementation**

June 2006



**Frank H. Murkowski, Governor**  
State of Alaska

**Karleen K. Jackson, PhD, Commissioner**  
Department of Health and Social Services

**Richard Mandsager, MD, Director**  
Division of Public Health

**Tammy Green, MPH, Section Chief**  
Section of Chronic Disease Prevention and Health Promotion

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### The toolkit was prepared by:

Erin Peterson, MPH

Karol Fink, MS, RD

Russ Stevens

Patty Owen, CHES

Andrea Fenaughty, PhD

### We would like to thank the following reviewers:

Todd Brocious, Education Specialist  
Alaska Department of Education & Early Development

Terri Campbell, Education Specialist  
Alaska Department of Education & Early Development

Nancy Copping, Region Vice President  
Alaska Parent Teacher Association

Stacy Goade, Program Manager, Child Nutrition Services  
Alaska Department of Education & Early Development

Janelle Gomez, MS, RD, WIC and Community Nutritionist  
Department of Health and Social Services

Mary Grisco, Past Chair  
Alaska Action for Healthy Kids

Dean Hamburg, School Nutrition Services Coordinator  
Kenai Peninsula Borough School District

Mollie Langum, School Program Director  
Washington State Dairy Council

Julie McWilliams, Education Specialist  
Lower Kuskokwim School District

Tia Patterson, School/Community Coordinator  
Steps to a Healthier Southeast Alaska  
Southeast Alaska Regional Health Consortium

Kimberly Stryker  
Department of Environmental Conservation

Jennifer Schmidt, Board Member  
Fairbanks Northstar Borough School District

Sharon Vaissiere, Health and PE Curriculum Coordinator  
Anchorage School District

Tim Wallstrom, PhD, Past Chair  
Alaskans Promoting Physical Activity

Kathleen Wayne, MS, RD, Family Nutrition Program Manager  
Department of Health and Social Services

Evelyn Williams, Community Wellness Advocate  
Steps to a Healthier Southeast Alaska  
Southeast Alaska Regional Health Corporation

Sharon Young, Associate Executive Director  
Association of Alaska School Boards

**For more information or additional copies contact:**

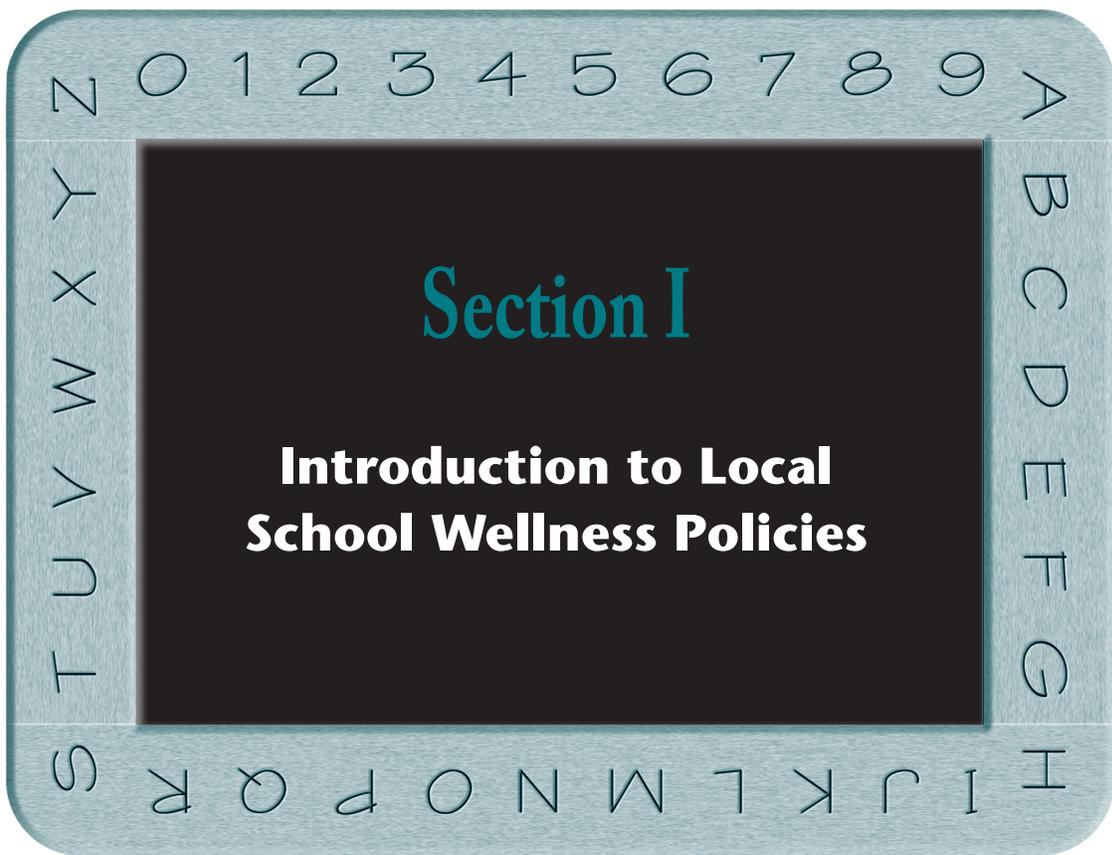
Department of Health and Social Services  
Division of Public Health  
Section of Chronic Disease Prevention and Health Promotion  
PO Box 240249  
Anchorage, AK 99524-0249  
Phone: 907-269-8126  
Email: [cdphp@health.state.ak.us](mailto:cdphp@health.state.ak.us)  
Web: [www.hss.state.ak.us/dph/chronic/](http://www.hss.state.ak.us/dph/chronic/)

# Table of Contents

<b>Section I: Introduction to Local School Wellness Policies</b> . . . . .	1
<b>Introduction to Local School Wellness Policies.</b> . . . . .	3
<b>Toolkit Organization</b> . . . . .	4
<b>Why Implement a Local School Wellness Policy?</b> . . . . .	5
<b>Section II: Tools for Compliance: Association of Alaska School Boards Sample Policy Materials</b> . . . . .	7
<b>Association of Alaska School Boards Sample Policy</b> . . . . .	9
<b>Association of Alaska School Boards Sample Administrative Regulations</b> . . . . .	11
<b>Association of Alaska School Boards Exhibit: Federal Reauthorization Language</b> . . . . .	14
<b>Section III: Tools for Local School Wellness Policy Development</b> . . . . .	15
<b>Overview of Local School Wellness Policy Development Tools</b> . . . . .	17
<b>What to Consider when Developing a Local School Wellness Policy</b> . . . . .	18
Creating a Policy Development Team . . . . .	18
Role of Schools in Promoting Physical Activity and Nutrition . . . . .	18
Establishing a Commitment to Local School Wellness Policies . . . . .	18
Policy Content . . . . .	19
Policy Implementation . . . . .	19
Planning and Periodic Review . . . . .	19
Communication with Parents . . . . .	20
<b>Component 1: Nutrition Guidelines for All Foods Available in Schools</b> . . . . .	21
Introduction to Nutrition Guidelines . . . . .	21
Food and Beverage Standards . . . . .	22
Food and Beverages Sold During the School Day . . . . .	26
Food and Beverages Served During the School Day . . . . .	28
Food and Beverages Served and Sold Outside of the School Day . . . . .	28
Providing and Promoting Healthier Food and Beverage Choices . . . . .	31
<i>Providing Nutritious and Appealing Food and Beverages</i> . . . . .	31
<i>Schedule of Meals and Meal Environment</i> . . . . .	31
<i>Promoting 1% (Lowfat) and Non-Fat Milk</i> . . . . .	33
<i>Promoting Fruits and Vegetables</i> . . . . .	34
<i>Promoting Alaska Grown and Produced</i> . . . . .	34
<i>Marketing of Food and Beverages</i> . . . . .	35
<i>Food and Beverages as Punishment or Reward</i> . . . . .	36

<b>Component 2: Assurances that guidelines for reimbursable school meals are not less restrictive than federal requirements</b>	. . . . .	37
Assurances that School Meal Guidelines Meet Federal Requirements	. . . . .	37
Reimbursable School Meal Programs	. . . . .	38
<i>National School Lunch, School Breakfast, Severe Need Breakfast, Special Milk, and After School Snack Programs</i>	. . . . .	38
<i>School Meals Initiative for Healthy Children</i>	. . . . .	38
<i>Participation in School Meal Programs</i>	. . . . .	39
<i>Protecting Confidentiality of Free/ Reduced Meal Participants</i>	. . . . .	40
<b>Component 3: Goals for Nutrition Education</b>	. . . . .	41
Nutrition Education	. . . . .	41
<b>Component 4: Goals for Physical Activity</b>	. . . . .	42
Introduction to Physical Activity	. . . . .	42
School Site Selection	. . . . .	43
Physical Activity Before School	. . . . .	43
Physical Activity During the School Day	. . . . .	44
<i>Education on the Benefits of Physical Activity</i>	. . . . .	44
<i>Physical Education Curriculum</i>	. . . . .	45
<i>Recess</i>	. . . . .	48
<i>Classroom-based Physical Activity</i>	. . . . .	49
<i>Physical Activity as Punishment</i>	. . . . .	50
Physical Activity After School	. . . . .	50
Other Considerations for Promoting Physical Activity in Schools	. . . . .	51
<i>Walking Programs</i>	. . . . .	51
<i>Special Events</i>	. . . . .	51
<i>School Infrastructure</i>	. . . . .	52
<b>Component 5: Other Activities Designed to Promote Student Wellness</b>	. . . . .	53
Coordinated School Health Program	. . . . .	53
<i>Health Education</i>	. . . . .	54
<i>Health Promotion for Staff</i>	. . . . .	54
<b>Component 6: Monitoring, Compliance, and Evaluation</b>	. . . . .	55
<b>References</b>	. . . . .	57
<b>Section IV: Tools for Local School Wellness Policy Implementation</b>	. . . . .	59
<b>Materials for Policy Development Teams</b>	. . . . .	59
Sample Nutrition Policy Implementation Timeline	. . . . .	61

Sample Physical Activity Policy Implementation Timeline . . . . .	.62
<b>Materials for Board Members</b> . . . . .	.63
Board Resolution . . . . .	.65
<b>Materials for Administrators</b> . . . . .	.67
Sample Letter to Parents . . . . .	.69
Traditional Foods in School . . . . .	.71
The Alliance for a Healthier Generation Beverage Agreement . . . . .	.73
<b>Materials for Parents</b> . . . . .	.75
Lunchbox Makeovers . . . . .	.77
Family Meals . . . . .	.79
Physical Activity Tips for Parents. . . . .	.80
<b>Materials for School Staff.</b> . . . . .	.81
Alternatives to Using Food as a Reward . . . . .	.83
<b>Materials for School Events.</b> . . . . .	.85
Healthy Celebrations . . . . .	.87
Fundraising Events . . . . .	.89
Fundraising Sale Ideas . . . . .	.91
<b>Section V: Resource List and Glossary</b> . . . . .	.93
<b>Toolkit Resources</b> . . . . .	.95
<b>Materials and Resources</b> . . . . .	.99
<b>Glossary</b> . . . . .	105
<b>Notes Page</b> . . . . .	110



# Section I

## **Introduction to Local School Wellness Policies**



### Introduction to Local School Wellness Policies

In June, 2004, Congress passed Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004. Section 204 of this law requires all local education agencies participating in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 to establish a local school wellness policy by the start of the 2006-2007 school year. A copy of the reauthorization language can be found on [page 14](#) of this document.

The reauthorization act requires that parents, students, representatives of the school food authority, the school board, school administrators, and the public be involved in the development of the wellness policy. The law also states that the policy developed must address the following six components:

**Component 1:** Nutrition Guidelines for All Foods Available at School

**Component 2:** Assurances that School Meal Guidelines are Not Less Restrictive than Federal Requirements

**Component 3:** Goals for Nutrition Education

**Component 4:** Goals for Physical Activity

**Component 5:** Goals for Other School-based Activities Designed to Promote Student Wellness

**Component 6:** A Plan for Monitoring Policy Implementation

Several groups in Alaska have created resources that school districts can use to develop and implement their local school wellness policies. The Association of Alaska School Boards (AASB), in collaboration with the State of Alaska Department of Education & Early Development, and the State of Alaska Section of Chronic Disease

Prevention and Health Promotion, has developed a sample policy and set of administrative regulations around the topic of Student Nutrition and Physical Activity (Board Policy 5040). The sample policy and the accompanying regulations are not requirements for districts. Rather, they are meant to serve as examples of policy language that districts can modify or tailor to fit their own circumstances. School districts that are AASB members received a copy of the sample policy language in the Policy Reference Manual update distributed in January. A copy of the policy was also sent to non-member districts in the state. The sample policy language is available on the AASB website at:

[www.aasb.org/Frontpage/Feature2.html](http://www.aasb.org/Frontpage/Feature2.html) and a copy of the sample policy is included in Section II ([page 9](#)) of this toolkit.

To supplement the sample policy language and administrative regulations provided by the AASB, the State of Alaska Section of Chronic Disease Prevention and Health Promotion has developed this school wellness toolkit. The toolkit contains information on why wellness policies are important and the role that schools can play in promoting physical activity and good nutrition among students. The toolkit also provides suggestions on topics that should be covered by the local wellness policy and on steps that can be taken to develop a policy. As is the case with the sample policy language and administrative regulations developed by the Association of Alaska School Boards, **this toolkit does not contain additional mandates or requirements for school districts.** Rather, the toolkit is designed to serve as a resource for groups working on local school wellness policy development and for schools that implement policy changes.



### **Toolkit Organization**

The toolkit is divided into five sections. A brief description of each section follows.

#### **Section I: Introduction to Local School Wellness Policies**

The first section is designed for use by board members, administrators, and policy development team members. It contains a brief description of the requirements of the 2004 Child Nutrition and WIC Reauthorization Act, as well as background information on why local school wellness policies are important.

#### **Section II: Tools for Compliance**

Section II contains a copy of the sample materials developed by the AASB, the State of Alaska Department of Education & Early Childhood Development, and the State of Alaska Section of Chronic Disease Prevention and Health Promotion. Districts that adopt these materials will meet the legal requirements of the reauthorization act.

#### **Section III: Tools for Local School Wellness Policy Development**

For districts wishing to implement additional nutrition and physical activity policy changes, Section III provides more detailed information on each of the wellness policy components. Section III is also designed for use by board members, administrators, and policy development teams. It contains additional optional policy language that is informed by or adapted from national authorities, including the National Alliance for Nutrition and Activity (NANA), the National Association for Sport and Physical Education (NASPE), the National Association of State Boards of Education (NASBE), and the Alliance for a Healthier Generation. The optional language is designed to give local districts an example of policy changes being considered in other states and to stimulate

discussion on appropriate local policy. It does not reflect a state policy or impose additional requirements on local districts. Suggestions on how policy changes could be implemented are also included for each topic. Once districts develop a school wellness policy, numerous groups will likely be involved in implementing it.

#### **Section IV: Tools for Local School Wellness Policy Implementation**

Section IV of the toolkit contains resource materials that could be used for reference or distributed to a variety of audiences, including parents, teachers, administrators, and others in positions to promote student health and well-being.

#### **Section V: Resource List and Glossary**

Section V contains a list of additional national, state, and local resources that individuals involved in policy development can draw upon to design and implement local wellness policies. It also contains a glossary of terms used in the document.



## Why implement a local school wellness policy?

The national focus on local school wellness policy development is linked to the dramatic increase in childhood overweight observed in the United States over the past several decades. Since the 1970's the percentage of overweight children ages 2-5 and adolescents 12-19 has doubled. In the same time period the prevalence of overweight has tripled among children ages 6-11.<sup>1</sup> In Alaska data from the 2003 Youth Risk Behavior Survey (YRBS) indicate that 29% of male high school students and 21% of female high school students are overweight or at-risk for becoming overweight.<sup>2</sup>

The health consequences of childhood overweight are serious. High blood pressure, high cholesterol, orthopedic disorders, type 2 diabetes, and psychosocial disorders are more common among overweight youth than among those with a healthy body weight. Currently an estimated 60% of overweight children ages 5-10 have at least one risk factor for cardiovascular disease, and a quarter have two or more risk factors.<sup>3</sup> Overweight youth often carry excess weight into adulthood and are subsequently at risk for numerous chronic health conditions.<sup>4</sup> For example, 30% of boys and 40% of girls born in the year 2000 are expected to develop diabetes in their lifetime.<sup>5</sup> If current trends in overweight are not reversed today's generation of children could be the first to live shorter lives than their parents.<sup>6</sup>

For most children, overweight can be prevented by balancing a healthy diet with physical activity. Unfortunately, too many Alaskan children today are unable to maintain that balance. Only 20% of Alaskan high school girls and 23% of high school boys consume the recommended five or more servings of fruits and vegetables each day. Many Alaskan high school students also get less physical activity

than is recommended. Between 1995 and 2003 the percentage of Alaskan high school students who participated in vigorous physical activity declined. In addition, over one-quarter (27%) of high school students did not meet the Centers for Disease Control and Prevention (CDC) minimum recommendations for physical activity in 2003.<sup>2</sup>

If we are to improve physical activity and nutrition behaviors among Alaskan children and reduce overweight we must ensure that children know the importance of good nutrition and physical activity and that they have opportunities to be active and eat well.

A 2004 study of childhood overweight in the Anchorage School District illustrates the fact that schools should not be held responsible for the epidemic of childhood overweight, nor should they be expected to solve the problem alone. In the study, the percentage of students entering school at a weight above what is considered normal was nearly as high as the percentage of overweight and risk for overweight among students in all grades. Over a five year time period (1998-2003), 36% of all students were overweight or at-risk for becoming overweight. In that same time period, thirty-two percent of kindergarten and first grade students were overweight or at-risk.<sup>7</sup> Clearly parents, community members, health care providers, and others must be involved in efforts to ensure that students enter school at a healthy weight and maintain a healthy weight over time.

Schools can play an important role in helping students balance their calorie intake and expenditures, however, by actively promoting good nutrition and physical activity. The United States Department of Health and Human Services notes that, next to families, the school has more influence on the lives of young people than any other social institution.<sup>8</sup> Schools can use that influence to promote positive health behaviors by providing education on good nutrition and physical activity.



## Section I: *Introduction*

More importantly, schools can give children opportunities to practice the healthy behaviors they learn about in class. Schools can ensure that the meals and snacks offered to children are nutritious. They can provide physical education courses, and give children other opportunities to be active during the school day. One mechanism for supporting school-based nutrition and physical activity is to develop a strong school wellness policy.



***Description of Terms:** The term “policy” can be interpreted in different ways. In many school districts, a policy is a general statement of goals. Details on how to implement a policy are often written up separately as a set of administrative regulations. Section II of this toolkit contains sample policy language and sample administrative regulations. In the remainder of the toolkit, the term “wellness policy” is used to describe both the policy statement and any administrative regulations that accompany it.*

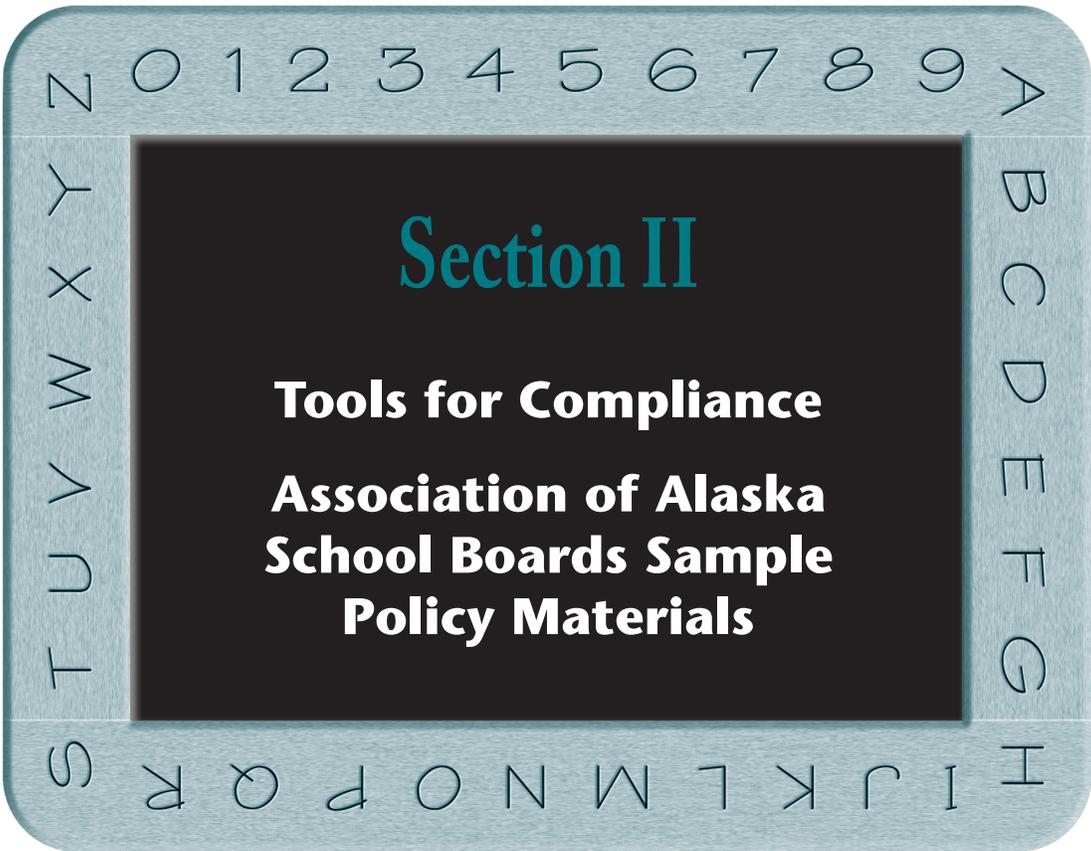
Developing and implementing a comprehensive local school wellness policy can be a daunting task. Schools have many responsibilities and are under pressure to meet increasingly strict academic standards. In a climate where schools must improve test scores or risk funding losses it is often hard to make physical activity and nutrition a priority. In many cases, supporting physical activity and good nutrition can be challenging from an economic standpoint. Desirable foods such as fresh fruits and vegetables can be more costly to procure and prepare than pre-packaged, but less nutritious alternatives. In the absence of adequate funding from other sources, many schools have also come to depend on the revenue from sales of unhealthy foods to fund sports teams or extracurricular activities. In addition, it is expensive to build and maintain facilities for physical activity, and Alaskan weather can limit outdoor activities.



*Schools have the potential and a responsibility to help children develop the skills, knowledge, and confidence necessary to adopt and maintain a healthy lifestyle.*

While schools face numerous challenges in promoting nutrition and physical activity it is critical that efforts to create a healthy school environment are made. By promoting healthy behavior, schools can increase student’s capacity to learn, reduce absences, and improve physical fitness and mental alertness. In turn, this helps young people acquire the knowledge and skills to become healthy and productive adults.







### Association of Alaska School Boards Sample Policy

The following sample policy was developed by the Association of Alaska School Boards (AASB) in collaboration with the State of Alaska Department of Education & Early Development and the State of Alaska Section of Chronic Disease Prevention and Health Promotion. This policy is in line with the requirements of Public Law 108-265, the Child Nutrition Act and WIC Reauthorization of 2004. Districts and policy development teams (advisory councils) may choose to adopt this policy as written, or they may use this document as a starting point for developing their own local wellness policy language.

**Students**

**BP 5040**

#### STUDENT NUTRITION AND PHYSICAL ACTIVITY

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

*(cf. 1020 – Youth Services)*

#### A. Planning and Periodic Review by Stakeholders

The school district and/or individual schools within the district will create or work with an appropriate existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The advisory

group should be composed of students, parents, food service personnel, school board, school administration, (teachers, health professionals,) and other interested community members. The advisory group should be provided with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies.

*(cf. 1000 – Concepts and Roles)*

#### B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative. To the maximum extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on campus (including, but not limited to vending, concessions, a la carte, student stores, classroom parties and fundraising) during the school day will be consistent with nutrition standards developed by the superintendent or designees in administrative regulations based on U.S. Dietary Guidelines for Americans.

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing chronic diseases and maintaining a healthy weight.

*(cf. 0210 – Goals for Student Learning)*

*(cf. 3550 – Food Service)*

*(cf. 3551 – Food Service Operations)*

*(cf. 3552 – Regular Lunch Program)*

*(cf. 3553 – Free and Reduced Price Meals)*

*(cf. 3554 – Other Food Sales)*





**NOTE:** *This policy is intended to provide a framework for developing a legally compliant wellness policy. The policy adopted by your school board must be developed with the involvement of the identified advisory group discussed in Section A.*

### C. Physical Activity

All students in grades K-12 will have opportunities, support and encouragement to be physically active before, during, and after school, each school day.

Health curricula will include instruction on the benefits of regular physical activity and the role physical activity plays in preventing chronic diseases and maintaining a healthy weight.

Physical education will be closely coordinated with the overall school health program, especially health education so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

### D. Communication 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 send home nutrition information and/or will post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards established by the district. The district will provide parents with information on healthy foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities.

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 through a website, newsletter, or other take-home materials, special events, or physical education homework.

*(cf. 6020 – Parent Involvement)*

### E. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations will be developed to ensure that information will be gathered to assist the Board and district in evaluating implementation of these policies.

The school board will receive a summary report (annually/biannually/triannually) on district-wide compliance with the established nutrition and physical activity policies, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel in the district.

*Legal Reference:*

Richard B. Russell National School Lunch Act, 42 U.S.C 1751 et.seq

Child Nutrition Act of 1996, 42 U.S.C. 1771 et seq.

Added 1/2006

**AASB POLICY REFERENCE MANUAL  
9/92**



### Alaska Association of School Boards: Sample Administrative Regulations

The following pages contain sample administrative regulations developed to accompany BP 5040. The policy covers broad objectives, while the administrative regulations provide examples of specific actions a district might take to implement a student nutrition and physical activity policy. As is the case with the sample board policy, these administrative regulations are designed to serve as examples that districts can use when developing their own policy and regulations.

**Students**

**AR 5040**

#### STUDENT NUTRITION AND PHYSICAL ACTIVITY

##### NUTRITION

Schools 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, as much as possible, 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.

Schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards established by this administrative regulation.

Schools will not use foods or beverages as rewards for academic performance or good behavior.

Schools will not withhold food or beverages as a punishment.

Traditional cultural foods may be exempted from the food standards described below for educational and/or special school events.

Food and beverages (including but not limited to vending, concessions, a la carte, student stores, parties and fundraising), served from one-half hour before the start of the school day until one-half hour after the end of the school day, must meet the following food and beverage nutrition standards:

#### Beverage Standards:

Water approved for sale is:

1. Plain or carbonated water that does not contain added sweeteners (natural or artificial, including sucralose and aspartame); vitamins; caffeine; or herbal supplements. Water may be sold in any size.

Juice or juice/water blends approved for sale are:

1. 100% fruit or vegetable juice, or juice/water blends, plain or carbonated that do not add sweeteners (natural or artificial); caffeine; or herbal supplements. Maximum size allowed for sale is 12 oz.

Milk products approved for sale are:

1. 2%, 1% or fat free (skim) milk. Maximum size allowed for sale is 16 oz.
2. Enriched rice, nut or soy milk (may be "lowfat"). Maximum size allowed for sale is 16 oz.
  - (a) Rice, soy or nut milks must be enriched with calcium, per 8 oz. serving, to at least 30% of the Daily Value set by the U.S. Food and Drug Administration.
3. Flavored milk may contain no more than 54 grams of sugar total per 16 oz. (27 grams of sugar per 8 oz.) including both naturally-occurring and added sweetener. Maximum size allowed for sale is 16 oz.



## Section II: *Compliance Tools, AASB Administrative Regulations*

Sports Drinks approved for sale are:

1. Beverages that contain less than 30 grams of sugar per 16 oz. serving. Maximum size allowed for sale is 16 oz.

Milkshakes and smoothies will follow the Food Standards listed below.

Other Beverages are not approved for sale.

### **Food Standards:**

1. Have 30% or less of total calories from fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
2. Have 10% or less of total calories from saturated plus trans fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
3. Have no more than 35% total sugar by weight including naturally occurring and added sugars (except for sugars that occur naturally in a dairy product, fruit or vegetables);
4. Be limited to the following maximum portion sizes:
  - a. One and one-quarter ounces for chips, crackers, popcorn, cereal, or jerky
  - b. Two and one-half ounces for trail mix, nuts, seeds or dried fruit;
  - c. Two ounces for cookies or cereal bars;
  - d. Three ounces for bakery items
  - e. Three fluid ounces for frozen

desserts, including, but not limited to, ice cream;

- f. Eight ounces for non-frozen yogurt

Exceptions to these administrative regulations for food and beverage may be made for individual products which have sufficient nutritional value to offset sugar or fat content, or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with samples of the product in question (when possible) shall be provided to the superintendent's designee in charge of nutrition services for approval before products are placed in schools.

### **Physical Activity**

#### **Physical Activity Opportunities**

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

Schools will encourage students to walk or bike to school where feasible as a way to promote physical activity.

Schools will discourage extended periods of inactivity.

#### **Physical Education**

The district will aim to provide all students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, with quality daily physical education or its equivalent of \_\_\_\_ minutes/week (Elementary) and \_\_\_\_ minutes/week (Secondary) for the entire school year.

#### **Recess**

All elementary students shall have at least \_\_\_\_ minutes a day of supervised recess,



## Section II: *Compliance Tools, AASB Administrative Regulations*

preferably outdoors as weather permits, during which students are encouraged to participate in moderate to vigorous physical activity with space and equipment to support that.

### **Other**

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, physical activity breaks) as punishment during the school day.

*(cf. 5144 – Discipline)*

Schools should provide, at a minimum, one indoor and one outdoor physical activity facility for community, student and school staff use.

Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

*(cf. 1330 – Community use of school facilities)*



### Association of Alaska School Boards Exhibit: Federal Reauthorization Language:

**Students E 5040**

#### STUDENT NUTRITION AND PHYSICAL ACTIVITY

#### Section 204 of PL 108-265 – June 30, 2004 Child Nutrition and WIC Reauthorization Act of 2004

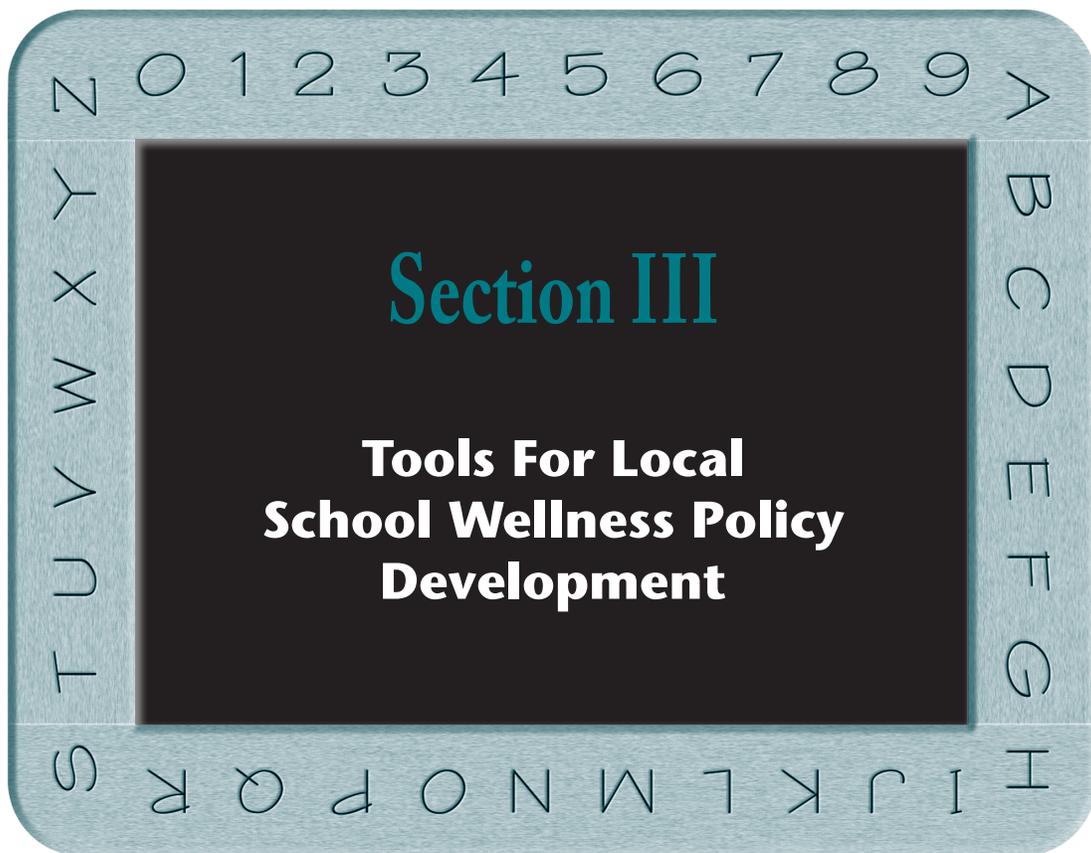
(a) IN GENERAL - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1066 (42 U.S. C. 1771 et seq.) shall establish a local school wellness policy for school under the local educational agency that, at a minimum –

- 1) Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (f) (1) and 17 (a) of the Richard b Russell

National School Lunch Act (42 U.S.C. 1758 (f) (1), 1766 (a) ), as those regulations and guidance apply to schools;

- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.







### Overview of Local School Wellness Policy Development Tools

The tools in this section (Section III) provide more detailed information on each of the required components of the Child Nutrition and WIC Reauthorization Act of 2004 and are designed for use by school board members, administrators, and policy development team members involved in wellness policy development. While the Reauthorization Act of 2004 lists the components that the wellness policy should address, each district is responsible for designing specific policy content. Many details will need to be considered when addressing each policy component. The component addressing nutrition guidelines for foods available in school, for example, will need to incorporate standards for nutrition as well as specific details on the hours and locations covered by the policy.

Section III begins with a discussion of what to consider when developing a wellness policy. The remainder of the section is organized by policy component, with specific subtopics for each component. For each subtopic, the key elements to consider when developing policy are summarized, and optional policy language is provided. Districts are under no obligation to adopt the policy language included in this section. The optional language is intended to give information on national recommendations and to provide a starting point for policy discussion. Section III also contains checklists and other tools that may be useful for the individuals and teams working on policy development.



## What to Consider When Developing a Local School Wellness Policy

### Creating a Policy Development Team

The reauthorization act requires that parents, students, school food authority representatives, administrators, and the public be involved in local wellness policy development. One way of complying with this requirement is to convene a policy development team and appoint a coordinator. The team should include representatives of all the groups whose involvement is required, as well as other individuals who may play a role in implementing or supporting the local wellness policy. These could include school or community health professionals such as WIC dietitians, public health nurses, and community wellness advocates. Other individuals who would provide valuable input into the policy development process include health, physical education, or other teachers, principals, school board members, and parent-teacher association representatives. Additional members may be selected as appropriate. Policy development team members should receive an overview of the process used to establish policy in their district. The scope of the work of the team should also be clarified. In some districts teams may be tasked with drafting policy language for consideration by the school board, while in others the team may be asked to provide policy recommendations. The team can then complete their tasks and share their results with the school board.

### Role of Schools in Promoting Physical Activity and Nutrition

Once the policy development team has been established the group should be provided with background information on the requirements of the reauthorization act and the role schools can play in promoting physical activity and good nutrition. Whether a child is at school only during the academic school day or involved in extracurricular activities, the school environment provides numerous

opportunities for students to learn about and participate in healthy eating and physical activity. A statement affirming the school's commitment to student health could be drafted for inclusion in the policy.

#### **Optional Policy Language: Leading Statement for Nutrition and Physical Activity Policy**

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore they will commit the School District to providing environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

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.

### Establishing a Commitment to Local School Wellness Policies

The board may wish to clarify the school district's commitment to improving the nutrition and physical activity environment by passing a resolution. The resolution should address national and state health statistics, related health concerns, and any available local or district information. The resolution should also clearly state the intent and goals of the wellness policy. A sample resolution is included in Section IV (page 65).



### Policy Content

The reauthorization act requires that the local wellness policy address six primary components, which are:

**Component 1:** Nutrition Guidelines for All Foods Available in Schools

**Component 2:** Assurances that School Meal Guidelines are Not Less Restrictive than Federal Requirements

**Component 3:** Goals for Nutrition Education

**Component 4:** Goals for Physical Activity

**Component 5:** Other School-based Activities that are Designed to Promote Student Wellness

**Component 6:** A Plan for Monitoring Policy Implementation

The act does not provide specific details on what areas should be covered by each component, however. Policy development teams or board members will therefore be tasked with drafting specific policy language for each of the six components. Policy decisions will need to be made about: how to improve the school food environment, increase nutritious choices while limiting less nutritious choices, enhance the nutrition education curriculum, and ensure that all foods and beverages served in school coincide with educational instruction and health goals. It is also important to explore ways to increase opportunities for students to participate in physical activity during the school day. Physical activity options that should be considered include increasing physical education, expanding extracurricular sports programs, providing or increasing recess time, and integrating physical activity into traditional academic subjects.

### Policy Implementation

The adoption of a comprehensive, specific wellness policy will result in guidelines schools can use to improve student health and nutrition. However, implementing a comprehensive policy immediately may be challenging for schools and districts. Therefore, administrators or policy development team members may wish to design an implementation plan that incorporates policy changes over the course of several years. Section IV includes a sample template that could be used to draft an implementation plan (page 61).

### Planning and Periodic Review by Stakeholders

The reauthorization act requires that certain stakeholders be involved in wellness policy development, and districts that create a policy development team will be in compliance with that requirement. After the policy is implemented it will also be important to review, and if necessary, revise, the policy. The policy could include language that specifies the intervals at which the policy will be reviewed. The original policy development team members would be well suited to participate in policy review.

#### Optional Policy Language: Planning and Periodic Review by Stakeholders

The school district and/or individual schools within the district will create or work with appropriate existing advisory groups to assist in developing, implementing, monitoring, reviewing, and as necessary, revising school nutrition and physical activity policies. These advisory groups should reflect the perspectives of students, parents, teachers, food service professionals, health professionals and other interested community members.



### Communication with Parents

Including parents in the development of school policy and informing parents of why such a policy was selected is an important way to ensure endorsement and support of the policy at home. Informed parents can help support compliance with the policy by explaining its importance to their children.

Once the policy has been adopted it will be necessary to share it with all parents. An example of a letter to parents is included in Section IV (page 69) of this document. Districts may also want to consider incorporating parent outreach into their wellness policy development process. Parent-teacher associations can be valuable partners in outreach efforts.



### Optional Policy Language: Communication 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 send home nutrition information and post nutrition tips on school websites. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet good nutrition guidelines. The district will provide parents a list of food and beverages that meet the district's food and beverage regulations and ideas for healthy celebrations/parties, rewards and fundraising activities.



## Component 1: Nutrition Guidelines for All Foods Available in Schools

### Introduction to Nutrition Guidelines

The Child Nutrition and WIC Reauthorization Act of 2004 Sec. 204 (a)(2) [42 U.S.C. 1751 note] requires that the Wellness Policy:

“includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity”

To meet this requirement, school boards will need to adopt nutrition guidelines, determine which foods available on the school campus will be affected, and the times during which the policy will apply. If the nutrition guidelines apply to foods served “during the school day”, the hours considered part of the school day should be specified. The following sections will address each of these areas.

Sample nutrition guidelines are provided in the Food and Beverage Standards Section (pages 24-25).

To help determine which foods and beverages will be affected by the Food and Beverage Standards, food and beverages available on the school campus can be divided into four main categories with subcategories within each. The four categories are:

1. Federally reimbursed National School Meal programs providing free and reduced price meals;
2. Food and beverages sold (a) by the school nutrition program outside the free and reduced meals program as ala carte; (b) in vending machines, school stores, coffee carts,

concessions stands, or other locations on the school campus; and (c) for fundraising purposes. Foods falling into these categories are often referred to as competitive foods.

3. Food and beverages served at school for snacks, rewards, celebrations, incentives etc.; and
4. Food and beverages served and sold at school but not during school hours.

Each district can determine a definition of “during the school day” that is applicable to their schools, programs, and communities. Districts can then decide whether to apply the standards to foods and beverages served “during the school day” or “outside of the school day.” School boards will also want to determine how and where to apply the food and beverage standards during the school day. For example, school boards may or may not wish to adopt standards for classroom parties but may feel strongly about a policy addressing vending machine food and beverages. Table 1 (page 30) is an example chart that could be used to record decisions on when and where to apply the guidelines. It provides a sample list of where food and beverages are served and/or sold in schools and the generic terms “during the school day” and “outside of the school day.” This table is only a sample and should be revised to meet the needs of each individual district.

The material in each of the following sections contains sample food and beverage standards, what to consider when determining the settings in which the standards will apply, and information about the school lunch program.



Providing a healthy school nutrition environment is one way to ensure that children are encouraged to make healthy food choices. “Changing the Scene”, a publication from the United States Department of Agriculture, is an action kit to help parents, teachers, school administrators and school foodservice professionals and the community look at their school nutrition environment and identify areas need improvement. More information on Changing the Scene is available at: <http://teammnutrition.usda.gov/Resources/changing.html>

### **Food and Beverage Standards**

Although the Dietary Guidelines for Americans and the Food Guide Pyramid provide guidance regarding what foods are healthy, there is no generally accepted definition for “junk food”, which makes it difficult to identify foods and beverages that should not be served in schools. Thus, the language for the recommended food and beverage standards in this document is specific. This specificity will allow schools to determine which foods and beverages can and cannot be served at school outside the National School Meal program

Food and beverage that is served as part of the National School Meals program is required to follow the extensive requirements set by the United States Department of Agriculture (USDA).

The USDA requirements are based on the Dietary Guidelines for Americans and the Food Guide Pyramid. The food service manager for the school district can provide specific information regarding the requirements for the National School Meals programs. Additional information can be located at: [www.fns.usda.gov/cnd/](http://www.fns.usda.gov/cnd/)

Dietary Guidelines for Americans:  
[www.healthierus.gov/dietaryguidelines/](http://www.healthierus.gov/dietaryguidelines/)

Food Guide Pyramid:  
<http://www.mypyramid.gov/>



*“At the end of the day, the money that goes into the [vending] machine should NOT be more important than the nutritional value of what comes out of it”*

*- Robert Doyle, Chief School Administrator  
Mat-Su School District*

*Anchorage Daily News: Sunday May 29, 2005*

Implementation of a policy around food and beverage standards may require substantial changes to existing food policies and practices. To transition effectively to a new policy, districts may wish to phase in changes over time. Schools may wish to develop a one, two, or five year plan to implement some of these recommendations. See Section IV for a sample implementation plan ([page 61](#)).

Another consideration for those developing wellness policies is that districts and schools may not be able to secure the approved food and beverages immediately due to contracts with vendors and supply issues in Alaska. Therefore, the policy may need to include exemptions that cover food and beverage orders already made, supplies of products already in stock that do not meet the Food and Beverage Standards, and transportation issues affecting the availability of healthy foods and beverages.

Schools or districts should also establish a system for handling requests for policy exemptions. The superintendent may wish to appoint a designee to review requests and grant exemptions.



**Optional Policy Language:  
Food and Beverage Standards**

All food and beverage served/sold, outside the School Lunch and Breakfast Program, during the school day\*, must meet the food and beverage content standards.

Exceptions to the food and beverage content standards may be made:

- For cultural events with educational and academic value and/or special school events
- Through the established appeal process when an exception is granted by the superintendent's designee
- For individual products which have sufficient nutritional value to offset sugar or fat content or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting the Food and Beverage Content Standards. Requests will be made to the superintendent's designee before products are placed in schools.

\* as defined by each district



**Optional Policy Language (continued):  
Food Content Standards**

Foods approved for sale must:

1. Have 30 percent or less of total calories from fat (excluding tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables that have not been deep fried, and cream cheese, low-fat salad dressings, cheese and butter packaged for individual sale);

*To calculate percent of calories coming from fat use the Nutrition Facts label.*

$$\frac{(\text{Calories from fat})}{(\text{Calories})} \times 100 = \% \text{ of total calories from fat}$$

2. Have 10 percent or less of total calories from saturated plus trans fat (excluding tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables that have not been deep fried, and cream cheese, low-fat salad dressings, cheese and butter packaged for individual sale);

*To calculate percent of saturated fat plus trans fat use the Nutrition Facts label.*

$$\frac{(\text{Saturated Fat [g]} + \text{Trans fat [g]}) (9 \text{ Calories per gram})}{(\text{Calories})} \times 100 = \% \text{ of total calories from saturated and trans fat}$$

3. Have no more than 35% total sugar by weight (except for sugars that occur naturally in a dairy product, fruit, or vegetable);

*To calculate the percent total sugar by weight use the Nutrition Facts label.*

$$\frac{(\text{Grams of sugar})}{(\text{Grams in serving size})} \times 100 = \% \text{ of sugar weight}$$

4. Be limited to the following maximum portion sizes:
  - a. One and one-quarter ounces for chips, crackers, popcorn, cereal, or jerky;
  - b. Two and one half ounces for trail mix, nuts, seeds, or dried fruit;
  - c. Two ounces for cookies or cereal bars;
  - d. Three ounces for bakery items;
  - e. Three fluid ounces for frozen desserts, including, but not limited to, ice cream;
  - f. Eight ounces for non-frozen yogurt;

Limits for portion sizes of snack foods are provided to moderate caloric intake.

**Nutrition Facts**

Serving Size 1/2 Cup (124 g)  
Servings Per Container approx. 3 1/2

Amount Per Serving	
<b>Calories</b> 60	<b>Calories from Fat</b> 0
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 10mg	0%
<b>Total Carbohydrate</b> 15g	5%
Dietary Fiber 1g	4%
Sugars 14g	
<b>Protein</b> 0g	

Vitamin A 6%      Vitamin C 8%  
Calcium 0%      Iron 2%

\*Percent Daily Values are based on a 2,000 calorie diet.



### Optional Policy Language (continued): Beverage Content Standards

Water approved for sale is:

1. Plain or carbonated water that does not contain added sweeteners (natural or artificial, including sucralose and aspartame); vitamins/minerals; caffeine; or herbal supplements. Water may be sold in any size.

Juice approved for sale is:

1. 100% fruit or vegetable juice, plain or carbonated, that does not contain added sweeteners (natural or artificial); caffeine; or herbal supplements. Maximum size allowed for sale is (8 oz. for Elementary, 10 oz. for Junior High/Middle School and 12 or 16 oz. for High School).\*

Juice/Water blends approved for sale are:

1. Juice and water blends that do not contain added sweeteners (natural or artificial); caffeine; or herbal supplements. Maximum size allowed for sale is (not permitted for Elementary, 10 oz. for Junior High/Middle School and 12 oz. for High School).\*

Milk Drinks\*\* approved for sale are:

1. 1% (low-fat) or fat free (skim, non-fat) milk. Maximum size allowed for sale is (8 oz. for Elementary, 10 oz. for Junior High/Middle School and 12 or 16 oz. for High School).\*
2. Flavored low-fat or fat free milk drinks may contain no more than 27 grams of sugar total per 8 oz. (150 calories per 8 oz). Maximum size allowed for sale is 16 oz (8 oz. for Elementary, 10 oz. for Junior High/Middle School and 12 or 16 oz. for High School).\*

Sports Drinks approved for sale are: Beverages that contain less than 15 grams of sugars per 8 oz. (66 calories per 8 oz.) and do not contain caffeine, artificial sweeteners, and/or herbal supplements. Maximum size allowed for sale is (not permitted for Elementary, 10 oz. for Junior High/Middle School and 12 oz. for High School).\*

Milkshakes and smoothies will follow the Food Policy.

Other Beverages are not approved for sale.

*\*As a practical matter, if elementary and secondary students have shared access to areas on a common campus or in common buildings, then the district should adopt a policy to meet the needs of all students.*

*\*\*Milk includes nutritionally equivalent milk alternatives (per USDA), such as soy milk.*



#### **Why is 100% fruit juice allowed, even though it contains as much sugar as soda?**

Although fruit juice does contain sugar, all of the sugar in juices approved for sale is “naturally-occurring” – meaning the sugar was contained in the fruit which yielded the juice. Juice drinks which also contain added sweetener are

not allowed. Soda contains only empty calories, while 100% fruit juice contains nutrients beyond the calories themselves. Orange juice contains vitamins A and C, thiamin, niacin, riboflavin, and may also be enriched with calcium. Soda contains no nutrients other than its calories. Limiting the size of the juice to 10 or 12 ounces or less helps moderate calorie intake.



### **Food and Beverages Sold During the School Day**

Food and beverage sales that occur outside of federally reimbursed school meal programs but during the school day have become routine in many districts and schools. Policy development teams and board members will need to consider whether and how to apply the food and beverage standards to these food and beverage sales.

Ala carte school meals, school stores, concession stands, vending machines, and fundraising events are often organized to provide students with opportunities to learn about customer service, sales, and responsibility. Allowing the continuation of these activities but applying the Food and Beverage Standards to the foods and beverages sold is one way to ensure that students are provided with a consistent health and nutrition message while

still participating in valuable learning experiences.

Food and beverage sales have also become a source of discretionary funds for many schools. Unfortunately, these funds are traditionally earned by selling candy, soda, and other high fat, high sugar foods and beverages with low nutritional value. The United States Department of Agriculture does have a list of prohibited foods and beverages called Foods of Minimal Nutritional Value (FMNV). Sales of FMNV, however, are only prohibited in the food service area during meal service periods. Therefore, sales of the FMNV items in school stores, concession stands, vending machines, and fundraising events would only be prohibited if those sales occurred in the food service area during meal times. The food service manager for the school district can provide specific information regarding FMNV. Additional information can also be located at:

[www.fns.usda.gov/cnd/menu/fmnv.htm](http://www.fns.usda.gov/cnd/menu/fmnv.htm)



#### **Diet Soft Drinks and Coffee**

Although it may appear that offering diet soft drinks instead of regular soft drinks is a reasonable substitution, health professionals have concerns about diet soft drink intake in children. Soft drinks tend to displace calcium-rich beverages in the diets of many children and adolescents. Inadequate calcium intake can result in reductions in bone mass, increasing the risk of osteoporosis and bone fractures. Dental health professionals are concerned about children drinking diet soda because of increased enamel erosion and cavities due to the acidity of the soft drink. Additionally, children drinking diet soda at school may be affected by caffeine in the beverages and exhibit disruptive classroom behaviors.

Many diet soft drinks and coffee both contain caffeine. Due to lower body weight of children, small amounts of caffeine can stimulate the central nervous system and produce some of the following effects that could affect classroom behavior: jitteriness and nervousness, upset stomach, headaches, difficulty concentrating, difficulty sleeping, increased heart rate, and increased blood pressure.

Not only does the caffeine in diet soda and coffee have the potential to affect classroom behaviors but diet soda and coffee contain empty calories (calories that do not provide any nutrients). Children filling up on caffeinated beverages may not get the vitamins and minerals needed from healthy sources. Lastly, caffeine is a diuretic causing the body to eliminate water (through urinating), which may contribute to dehydration. It is not recommended that schools offer diet soft drinks or coffee to students based on the potential for these adverse health effects.





### Why prohibit vitamin drinks and nutrient-infused drinks with no calories?

Vitamin drinks and nutrient-infused drinks are prohibited because there is no scientific evidence that indicates these products are necessary for the average individual. Health professionals are also concerned that these products will foster bad habits and poor food choices because individuals may feel that the vitamin water or nutrient-infused drinks provide all the nutrients needed for the day. To promote healthy lifestyle choices by students and to promote and protect children's health vitamin waters and nutrient-infused drinks should be prohibited.

The innovation of districts and schools will be crucial for designing solutions that provide healthier food choices and continue to generate income. Innovative ideas include partnering with vendors to introduce milk in vending machines; offering bagels and cream cheese, yogurt, nuts, cheese and crackers, and fresh fruit; controlling pricing and keeping prices lower than local stores; replacing soft drinks and non-nutritious snacks sold in vending machines with lower-fat foods and 100% fruit juice; and selling low-fat and non-fat milk in colorful and re-sealable bottles.

"Making it Happen! School Nutrition Success Stories" is a publication describing how schools throughout the United States have successfully implemented innovative solutions-maintaining or increasing revenue levels with more healthful options. This document is available at: [www.fns.usda.gov/tn/Resources/makingithappen.html](http://www.fns.usda.gov/tn/Resources/makingithappen.html)

### Optional Policy Language: Food and Beverages Sold During the School Day

During the school day, the superintendent or designee may permit foods and beverages (including but not limited to vending, concessions, a la carte, student stores, parties, and fundraising) to be sold outside the School Lunch and Breakfast Program as long as they are consistent with the Food and Beverage Standards, do not impair the food service's ability to be financially sound, and observe appropriate sanitation and safety procedures.



### Success stories show that children will buy healthy foods.

- Students will buy and consume healthful foods and beverages when these options are tasty, easily accessible, and priced right.
- School foodservice and vending programs can continue to make money while offering healthful food and beverage options to students.
- Some schools have actually made more money from healthful options than from their usual offerings.
- Students, parents, and communities support healthy school nutrition environments, and are willing to get involved in making changes.

[www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org)

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### **Food and Beverages Served During the School Day**

In addition to food and beverages sold at school, the wellness policy should address other foods and beverages provided to students during the school day. To reinforce a consistent message about the value of eating healthy foods, the nutritional content of food and beverages served during the school day, such as: snacks, rewards, celebrations, incentives, parties, events, candy bowls should be in compliance with the Food and Beverage Standards established by the school.

School boards may wish to include an exception to the Food and Beverage Standards for traditional cultural foods or for cultural events with academic or educational value.

It may be difficult for schools to determine the fat or sugar content of homemade foods (e.g. cupcakes made from apple sauce). The board may wish to include a clause in the local wellness policy allowing a specific number of events a year that are exempt from the food section of the policy. The beverage section of the policy should remain in effect for these events as it is simple to understand.

*See Section IV for ideas for Celebrations, Parties, Events and Fundraising (page 85).*

### **Optional Policy Language: Food and Beverages Served During the School Day**

Parties/celebrations not following the food section of the food and beverage standards are limited to no more than three times per year.

Or

Parties/celebrations not following the food and beverage standards are limited to no more than three times per year.

### **Food and Beverages Served and Sold Outside of the School Day**

Although the Child Nutrition and WIC Reauthorization Act of 2004 does not require schools to establish nutrition guidelines for events held outside of the school day, some districts may wish to set a precedent by expanding the policy to include non-school hours.

In general, schools are used for many non-school affiliated community events such as recreational and sporting events, plays, musicals, dances, classes, community-school events, or fairs. The sponsors of these events often wish to serve or sell food and beverages as a way of providing refreshments at intermissions or generating income.

Monitoring the nutritional contents of foods served at these events would be difficult. However, districts may wish to require that outside of the school day events follow the easily interpreted beverage section of the Food and Beverage Standards.



### **Optional Policy Language: Food and Beverages Served and Sold Outside of the School Day**

Outside of the school day the Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales comply with state and federal regulations and observe appropriate sanitation and safety procedures.

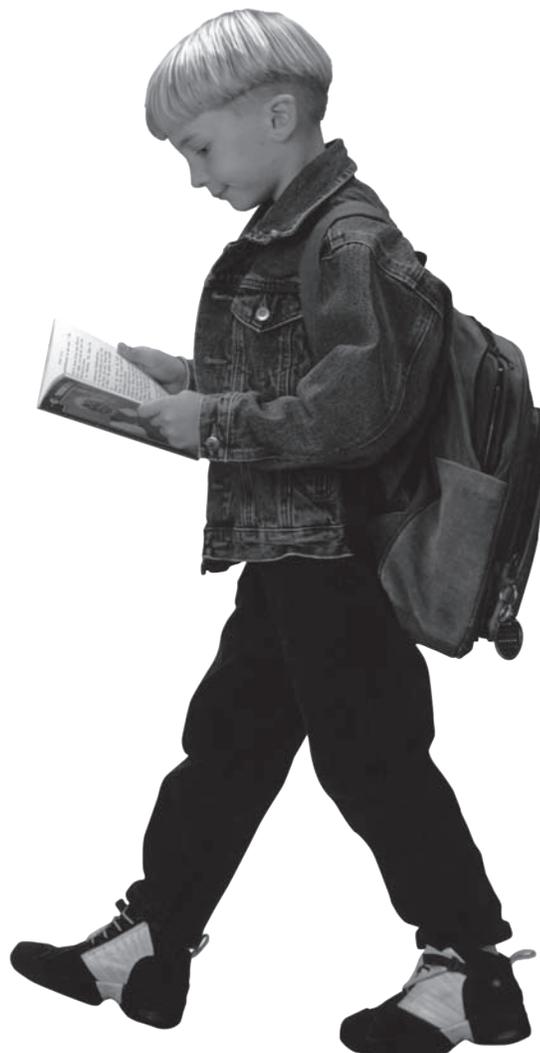
Foods and beverages served/sold at events on the school campus outside of the school day will adhere to the food and beverage content standards adopted by the district.

Or

Beverages served/sold at events on the school campus outside of the school day will adhere to the food and beverage content standards adopted by the district.



A small but growing number of students have severe peanut and /or tree nut allergies. Before providing foods made with peanuts, peanut butter, or other nuts as a snack, make sure there are no food allergy restrictions.



## Section III: Tools for Policy Development, Nutrition Guidelines

**Table 1: Framework to Determine Where to Apply Food & Beverage Standards**

Policy development team facilitators may wish to consider each of these scenarios with their committee and allow time for discussion. The team can then determine if the foods and beverages served/sold in each location should follow the food and beverage standards.

	Food & Beverage Standards Apply	
	During the School Day*	Outside of the School Day*
1. Federally reimbursed Free and Reduced meals	The food service manager for the local school district can provide specific information regarding the requirements for the National School Meals programs.	
2. Food from home for a child's individual consumption		
3. Food and beverages sold outside the free and reduced school meals program		
• Competitive foods, ala Carte, outside food vendors		
• Vending machines		
• School Stores, coffee cart, etc.		
• Bake sales/ fundraisers for immediate consumption		
• Fundraising for later consumption		
• Concessions at extracurricular events		
• Intramural events		
4. Food and beverages served at school		
• Birthday celebrations, class parties		
• Candy bowls in school office or on teacher's desk		
• Class snack provide by parent/teacher for entire class		
• Concessions at extracurricular events		
• Cultural events with educational and academic value		
• Food and beverage coupons contributed by school business partners for later consumption given away		
• Incentives (if food and beverages are allowed)		
• Intramural events		
• PTA sponsored events		
• School clubs		
• School day care (before or after school)		
5. Teacher's Lounge for foods served		

\*For purposes of this example, "during the school day" and "outside the school day" are not defined. Districts may wish to address elementary and secondary schools differently.



### Providing and Promoting Healthier Food and Beverage Choices

#### Providing Nutritious and Appealing Food and Beverages

Provision of affordable and appealing nutritious food and beverages will encourage students to participate in the school nutrition programs whether it be through ala carte options or the National School Meal Programs. Increased participation may result in increased revenues and the ability to expand the student nutrition services program to provide a wider variety of nutritious offerings.

School nutrition program staff can improve menu choices by increasing access to food and beverages that students like based upon feedback from student advisory groups and student surveys.

Schools can explore the feasibility of implementing salad bars, fresh made sandwich bars, grilled chicken sandwiches, baked potato bars, pasta bars with low fat sauces, etc.

#### Optional Policy Language: Providing Nutritious and Appealing Food and Beverages

Student nutrition services and all other food and beverage venues will provide students with access to a variety of affordable, nutritious and appealing food and beverages that meet the preference, health and nutrition needs of students.

Foods and beverages will be prepared in ways which will appeal to students while retaining nutritive quality.



Schools wishing to take an extra step can also set standards to minimize the use of processed foods by setting limitations on sodium content and the use of ingredients such as high fructose corn syrup and monosodium glutamate (MSG).

#### Schedule of Meals and Meal Environment

Providing a clean and pleasant eating environment with at least twenty minutes for students to eat will improve student attitudes toward lunch and encourage students to eat. Scheduling lunch in the middle of the school day addresses the natural cycle of hunger and helps promote healthy eating habits. Children who participate in recess before lunch tend to waste less food and have improved lunch room behavior. Information on the benefits of scheduling recess before lunch is available at:

[www.opi.state.mt.us/schoolfood/recessBL.html](http://www.opi.state.mt.us/schoolfood/recessBL.html)

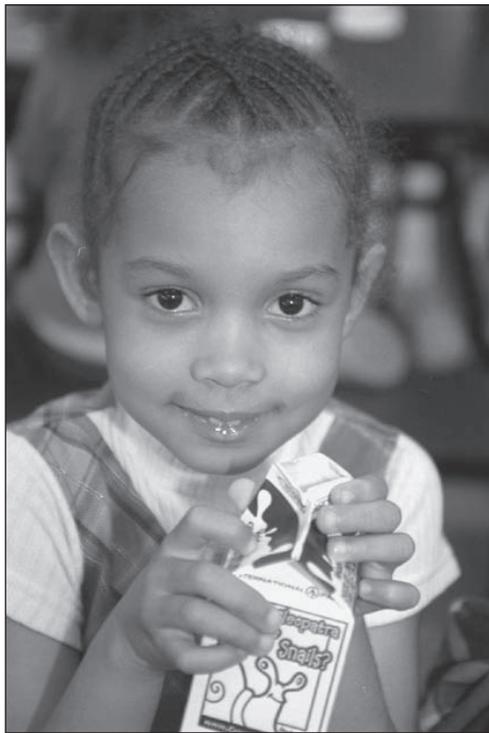
Generally, each school is given the autonomy to determine its daily schedule. Larger schools may need to stagger lunches based on the capacity of the cafeteria and lunchroom. The cafeterias of smaller schools may also function as the gym or gross motor area, and these factors will need to be taken into consideration in scheduling decisions.



## Section III: *Tools for Policy Development, Nutrition Guidelines*

To promote a clean and safe eating environment, schools should consider the visual appearance of the eating area, facility design, ability to socialize, noise level, accessibility to safe drinking water, the location of facilities for hand washing and facilities for oral hygiene during all meal periods.

School administrators, food service staff, teachers, and parents should meet to consider these issues and help set the daily schedule.



### **Optional Policy Language: Schedule of Meals and Meal Environment**

Student nutrition services will provide: a clean, safe and pleasant eating environment that allows students adequate space for children to sit at a table to eat and a minimum of twenty minutes for students to eat lunch and a minimum of ten minutes for students to eat breakfast, not including transition time.

Each school will schedule the lunch period as near to the middle of the school day as possible. For elementary school children, lunch and recess will be two independent blocks of time with recess preceding lunch when possible.

Student activities (tutoring, club or organization meetings, detention, etc) that are scheduled during meal times must provide an opportunity for students to eat.



### Providing Healthy Choices Promoting 1% (Low-fat) and Non-Fat Milk

Milk is an important source of calcium and vitamin D for strong bones. However, whole and 2% (reduced fat) milk also are among the biggest contributors of saturated fat to the diets of Americans. Switching to 1% (low-fat) or non-fat (fat-free, skim) milk is one of the easiest ways for Americans to get the calcium they need while reducing their saturated-fat intake and heart-disease risk.

Schools and districts will need to work with vendors to accomplish this goal. Challenges to supplying low-fat milk may include availability, shelf life, and delivery options. School nutrition service staff may need time to secure a consistent source of low-fat and non-fat milk from vendors, thus this policy may need to be phased in over a year or two and contain exceptions when supply or delivery issues arise.

Further information on 1% or Less Campaigns is available at:  
[www.cspinet.org/nutrition/1less.htm](http://www.cspinet.org/nutrition/1less.htm)

#### Optional Policy Language: Promoting 1% (Low-fat) and Non-fat Milk

All non-flavored fluid milk sold will be low-fat (1%) or less.

All flavored fluid milk sold will be non-fat (fat-free, skim).



A child who switches from whole milk to non-fat milk during a typical 180 day school year would consume 21,600 fewer calories, 1,440 fewer grams of fat, and 900 fewer grams of saturated fat. The decrease in caloric intake would be equivalent to six pounds of weight over the year.

What one expert says about 1% or less:

“ a simple, successful, and relatively inexpensive undertaking to reduce one of the major sources of saturated fat. Milk is a healthy drink provided that the fat is removed. This approach has the potential to save many lives.”

*Basil Rifkind, M.D.  
Senior Scientific Advisor of Vascular Residency Programs  
National Heart, Lung, and Blood Institute  
National Institutes of Health  
<http://cspinet.org/nutrition/1less.htm>*



### Providing Healthy Choices Promoting Fruits and Vegetables

Offering fruits and vegetables at a low cost can result in increased sales and consumption. Such environmental and policy approaches designed to make it easier for students to make healthy food choices are a critical component of population wide behavior change.

The 2004 Child Nutrition and WIC Reauthorization Act made funding for the United States Department of Agriculture (USDA) Fruit and Vegetable Snack Program permanent. States participating in the program receive funds to make fruits and vegetables more affordable or free to students. Unfortunately, Alaska is not currently a recipient of the funding. School boards or policy development teams may wish to advocate for the expansion of the USDA Fruit and Vegetable Snack Program to Alaska. Until the Fruit and Vegetable Snack Program is available in Alaska, the cost of increasing the fruit and vegetable (canned, frozen or fresh) offerings may be offset by increasing the cost of non-fruit and vegetable snack foods. More information on the program is available at:

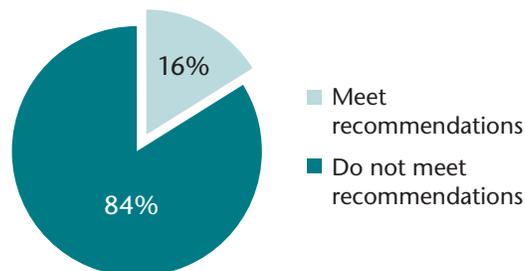
[www.uffva.org/fvpilotprogram.htm](http://www.uffva.org/fvpilotprogram.htm)

[www.ers.usda.gov/Briefing/ChildNutrition/fruitandvegetablepilot.htm](http://www.ers.usda.gov/Briefing/ChildNutrition/fruitandvegetablepilot.htm)

#### Optional Policy Language: Promoting Fruits and Vegetables

Student nutrition services and all other food and beverage venues will to the greatest extent possible adjust the pricing structure so that fruit and vegetable options are less expensive than other snack type foods.

Percentage of Alaska high school students who meet fruit and vegetable recommendations\*, Alaska YRBS 2003



\*Consumed at least 5 servings of fruits and vegetables on each of the past 7 days



Fried potatoes, including french fries, make up 46% of vegetable servings for children 2 to 19 years old.<sup>9</sup>

On any given day, 45% of children eat no fruit, and 20% eat less than one serving of vegetables.<sup>10</sup>

### Promoting Alaska Grown and Produced

Providing students with Alaskan grown and produced food and beverages from partnerships with local farms and farmers, fisheries, manufacturers, and small processors will: (1) provide more nutrient dense fresh fruits and vegetables; (2) provide fruits, vegetables and seafood that tastes better; and (3) support Alaskan businesses, strengthen Alaska's economy, and increase food security. Foodservice staff can share information about Alaska Statute 36.15.050 Use of Local Agricultural and Fishery Products required in purchases with state money.



### **Optional Policy Language: Promotion of Alaskan Grown and Produced**

The food service program and other school associated vendors will, to the greatest extent possible, include Alaskan grown and produced food and beverage in the development of purchasing bids or procedures. All purchases of Alaska grown and produced food and beverages will comply with federal and state regulations.



Ways to promote the purchase of Alaskan grown and produced food and beverage may include:

Pursuing partnerships with local farms and farmers, manufacturers, and small processors

Taking advantage, where possible, of existing products that are already available, such as eggs, milk and dairy products, Alaskan water products, wild salmon, and other Alaskan seafood

Requesting local distributors carry Alaskan grown or produced food and beverage in their inventory to allow for easier availability to school districts

Writing bid contracts that allow school districts to buy Alaskan grown and produced food and beverage "off bid" if primary vendors cannot or will not sell Alaskan products

### **Marketing of Food and Beverages**

To ensure a consistent health promotion and nutrition education message, the use of logos, slogans, and advertising of products should remain consistent with the foods and beverages approved by the food and beverage standards.

Districts and schools may need to make allowances for contracts, capital items and equipment not currently needing replacement and pending contract obligations.

### **Optional Policy Language: Marketing of Food and Beverages**

School-based marketing of foods and beverages 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 Food and Beverage standards.



Examples of areas affected by the marketing policy are: (1) contracts committing schools to marketing certain products; (2) signs, posters, or advertising of products in classrooms and hallways; (3) scoreboards, banners, uniforms, sports equipment etc; (4) publication such as newspapers and year books; (5) promotional coupons of products distributed through school promotion or recruiting agents; and (6) sponsorship of events such as sporting events, and theater events.



### Providing Healthy Choices Food and Beverages as Punishment or Reward

The use of food or beverage as a reward or incentive can undermine the health of students and/or reinforce unhealthy eating habits. Withholding food or beverage at scheduled meal times interferes with access to the nutrients students require for health. There are many creative ways to provide rewards to students that do not include food and beverages. Therefore, parents, teachers and staff need to think outside the candy box to offer fun activities and creative incentives if they choose to use rewards.

Districts and schools will need to make the reward policy clear to all school staff.

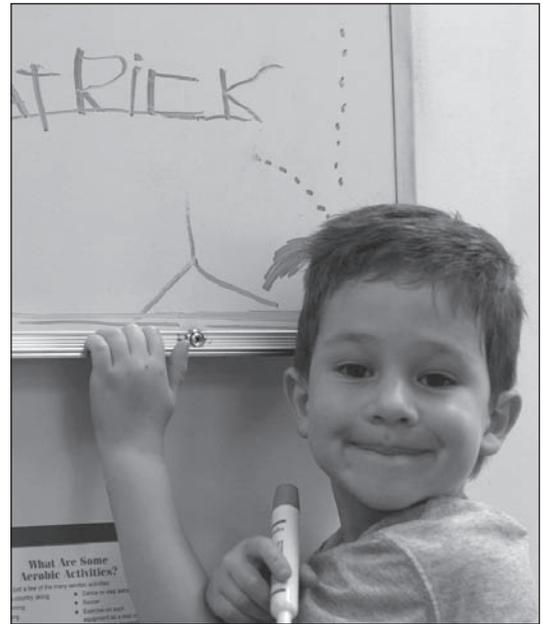


Teachers and staff wishing to reward students for academic performance or good behavior can offer students lunch with the teacher, principal or superintendent at a regularly scheduled meal time and serve food in accordance with the food and beverage standards.

### Optional Policy Language: Food and Beverage as Punish- ment or Reward

Schools will not use foods or beverages as an incentive or reward for academic performance or good behavior except during regular meal times and in accordance with the food and beverage standards. An exception will be made for those food and beverages stated in an Individual Education Plan (IEP).

Schools will not withhold foods or beverages at meal times as a punishment.



## Component 2: Assurances that Guidelines for Reimbursable School Meals are Not Less Restrictive than Federal Requirements

### Assurances that School Meal Guidelines Meet Federal Requirements

One component of the wellness policy requirement in the 2004 WIC and Child Nutrition Reauthorization Act is to ensure that local guidelines for reimbursable school meals meet and/or exceed (“not be less restrictive than”) the United States Department of Agriculture (USDA) regulations and guidance for the National School Lunch and Breakfast Programs. The following excerpt specifies that requirement:

[The Wellness Policy] provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools.

Therefore, before a wellness policy is adopted by the school board, food service personnel should ensure that any elements of the policy or administrative regulations related to school meal programs are consistent with the requirements of the National School Lunch and Breakfast Programs. An example of local guidelines that are “not less restrictive” than federal standards is provided below:

The SMI requires that cholesterol and sodium levels decrease over time and that dietary fiber levels increase over time, but does not specify minimum or maximum levels of cholesterol,

sodium, or dietary fiber. Therefore, a district may use an SMI report to determine how much fiber, cholesterol, and sodium is currently served and set new targets for each component. As long as the new cholesterol and sodium targets are lower, and the dietary fiber requirements are higher, the district would be in compliance with the requirement.

These assurances would only apply to food and beverage that are part of the federally reimbursed free and reduced meal programs and would NOT apply to food and beverages sold/served (1) by the school nutrition program outside the free and reduced meals program as ala carte; (2) in vending machines, school stores, coffee carts, concessions stands, or other locations on the school campus; (3) for fundraising purposes; (4) for snacks, rewards, celebrations, incentives etc.; and (5) at school but not during school hours.

Basic information on federally reimbursed school meal programs follows. In order to ensure that the local wellness policy is in compliance with federal guidelines, however, it is important that the food service manager or someone familiar with federal school meal program regulations review any segments of the policy addressing school meal programs.



### Reimbursable School Meal Programs

#### National School Lunch, School Breakfast, Severe Need Breakfast, Special Milk, and After School Snack Programs

The United States Department of Agriculture (USDA) Food and Nutrition Services school meal programs are key components of a national policy designed to safeguard and promote the nutritional well-being of the nation's children. Through the federal school meal programs, schools may be eligible for funding for the National School Lunch Program, the School Breakfast, and/or Special Milk, Severe Need Breakfast, and After School Snack Programs. The State of Alaska Department of Education & Early Development administers the Federal Meals Program in Alaska.

While a school district may participate in federal school meal programs, not all schools in the district necessarily participate. For example, all elementary and middle schools could participate in the National School Lunch program, while the high schools in the district do not. Several small schools in rural communities do not participate in the School Meal Programs because the reimbursement for the small student numbers does not financially support the programs. However, other schools in their districts may participate in one or more of the federally funded school meal programs.

The federally funded school meal programs are regulated. They must include specific food groups, age appropriate serving sizes, and must provide  $\frac{1}{4}$  (breakfast) to  $\frac{1}{3}$  (lunch) of a student's calorie and nutrient needs. The food service manager for the local school district can provide specific information regarding the requirements for the federal school meals programs.

### School Meals Initiative for Healthy Children

In 1995, the USDA Food and Nutrition Services launched the School Meals Initiative for Healthy Children (SMI) to improve the nutritional quality of the school meal programs. SMI guidelines require that menu and production records be maintained to show that the necessary number of food components, food items, and menu items are offered, and that nutrition standards are met for specific age and grade groupings when averaged over each school week (a school week is defined as a minimum of three consecutive days and a maximum of seven consecutive days). SMI review records are kept with the Alaska Department of Education & Early Development.

The SMI is designed to ensure the provision of adequate calories and healthy meals to students. Because the SMI nutritional criteria are based on an entire week's offerings, it is possible that not all items offered on a given day may be the healthiest choices. As stated in the guidance for the Child Nutrition and WIC Reauthorization Act of 2004, local nutrition policy must provide assurances that school meal guidelines are not less restrictive than federal requirements.

The food service manager for the local school district can provide specific information regarding the requirements for the School Meals Initiative. Additional information about the School Meals Initiative can be found at:

[www.fns.usda.gov/tn/Resources/roadtosuccess.html](http://www.fns.usda.gov/tn/Resources/roadtosuccess.html)

#### Optional Policy Language: School Meals Initiative

Food and beverage provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative (SMI).





SMI nutrition standards require school meals to:

- (1) contain less than 30 percent calories from fat and 10 percent calories from saturated fat over the course of a week;
- (2) meet one-third of the Recommended Dietary Allowances (RDA) for protein, calcium, iron, vitamin A, vitamin C, and specific levels of calories for specified age groups;
- (3) comply with the Dietary Guidelines for Americans for children over the age of two; include decreased levels of sodium and cholesterol; and
- (4) include increased amounts of dietary fiber.

### Participation in School Meal Programs

Schools receive federal funding based on the number of students enrolled in the USDA school meal programs. Meal participation counts also help determine individual school eligibility for Federal Title 1 funding. Occasionally, supplemental grant opportunities are made available to Title 1 grant recipients. The greater the number of students enrolled in the USDA school meal programs, the more money school districts will have available to order and offer healthier, more appealing food.

The San Francisco Unified School District was able to increase participation rates using several strategies that can be found at [http://sfusd\\_foods.tripod.com/pdfs/ror.pdf](http://sfusd_foods.tripod.com/pdfs/ror.pdf)

Federal funds reimbursed to school districts for student meals flow through the State of Alaska Department of Education & Early Development. Schools are reimbursed for meals according to student eligibility status based on a student's household income. The three meal reimbursement categories are free, reduced price, and full paid. Schools are required to use meal reimbursements to support the school meals programs. In Alaska, schools districts also must use a portion of their general

fund to pay for the costs of school meal programs not covered by federal meal reimbursements. Board members and policy development teams will want to talk with school district food service/child nutrition directors before changing food and beverage standards.

An increased number of Alaska's children are participating in the free school meals programs as a result of the 2004 Reauthorization of the Child Nutrition Act. New federal law requires state agencies administering the Child Nutrition Program and the Food Stamp Program to share data on school-aged children in order to "directly certify" low income students for free school meals. Direct certification allows children to automatically receive free school meals without the household application process once required by the federal government and school districts. The law also prohibits schools or school associated programs from requiring these households to submit an application for participation in school meals programs. Lastly, federal law in 2004 also made changes to the eligibility period that low-income children may participate in and benefit from free meals if they are identified through direct certification. Schools are now allowed to serve free school meals to children throughout the school year once a student is identified through the direct certification process. Changes in student household incomes no longer prevent them from participating in nutritious school meal programs as in years past.

For information on the percentage of free and reduced price eligible students in 48 of 53 Alaska school districts, go to: <http://www.eed.state.ak.us/tls/cns/NSLP.html>

### Optional Policy Language: Participation in the School Meal Programs

To the maximum extent practicable, all schools in the district will participate in available federal school meal programs.





The School Meal Programs administered by the Food and Nutrition Service (FNS) of the U.S. Department of Agriculture (USDA), operating through state agencies (SAs) are the

- (1) National School Lunch Program which provides nutritious lunches and the opportunity to practice skills learned in classroom nutrition education. This program also offers after school snacks in sites that meet eligibility requirements;
- (2) School Breakfast Program provides nutritious breakfasts to promote learning readiness and healthy eating behaviors; and
- (3) Special Milk Program which offers milk to children who do not have access to other meal programs.

### **Protecting Confidentiality of Free and Reduced Meal Participants**

Avoiding overt identification of children receiving free and reduced meals prevents social stigmatism of any one child.

To avoid identifying any one child as a recipient of free and reduced priced meals, all children should pick up their lunch or breakfast from the same location, in the same package (container or tray), using the same mechanism of payment (other than cash). To further increase confidentiality, districts may wish to require all families to complete applications for the free and reduced priced meals; those not wishing to participate would write in or check 'not interested'.

Districts wishing to upgrade the food and beverage delivery system may consider implementing a computerized card system to allow students to purchase meals and receive their free or reduced price meal incognito.

### **Optional Policy Language: Protecting Confidentiality of Free/ Reduced Meal Participants**

There will be no overt identification of any of the children receiving free or reduced priced meals by the use of special tokens or tickets or by any other means. The children will not use a separate dining area or entrance, or consume their meals or milk at a different time.



## Component 3: Goals for Nutrition Education

### Nutrition Education

To ensure quality nutrition education, nutrition instruction should be based on theories and methods proven effective by published research, and be consistent with the state and district health education standards. Hiring qualified teaching staff ensures accurate dissemination of the information.

It may be difficult to hire teaching staff who hold a current endorsement in health education, particularly in schools where staff teach multiple subjects. If efforts to recruit certified health educators are not successful, districts should explore supplemental training opportunities for staff.



*"It is not enough to teach computation and academic skills, schools must teach life skills as well."*

*- Brenda Lilienthal Welburn, Executive Director  
National Association of State Boards of  
Education<sup>11</sup>*

Ideally, nutrition education will be integrated into a sequential, comprehensive health education program taught at every grade level, pre-kindergarten through twelfth. The nutrition topics selected should help students learn about:

1. The benefits of healthy eating behaviors;
2. The risks of unhealthy weight control practices (eating disorders, fad diets);
3. The role of nutrition in the prevention of chronic disease;
4. How to read food labels and nutrition facts;
5. How to balance food intake and physical activity to maintain a healthy weight;

### Optional Policy Language: Nutrition Education

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing chronic diseases and maintaining a healthy weight.

Staff providing nutrition education will hold a current teaching license, certificate, or endorsement in health education recognized by the State of Alaska Department of Education & Early Development.

6. The recommendations included in the Food Guide Pyramid and Dietary Guidelines for Americans for: selecting daily grain intake, especially whole grains; choosing a variety of fruits and vegetables daily; choosing a diet low in saturated fat and cholesterol and moderating total fat and trans-fatty acids; moderating intake of sugar; selecting and preparing foods with less salt (sodium); choosing more calcium rich foods; keeping food safe; and
7. How cavity-causing carbohydrates affect dental and oral health



## Component 4: Goals for Physical Activity

### Introduction: Physical Activity

The United States Department of Health and Human Services recommends that children and adolescents participate in at least 60 minutes of moderate intensity physical activity most days of the week.<sup>12</sup> A recent report from the Institute of Medicine notes that it is reasonable to expect that students get half (30) of those recommended minutes during the school day.<sup>1</sup>

Schools can provide opportunities for physical activity and contribute to the development of motor skills through the implementation of a physical education curriculum. In addition, schools can offer opportunities for physical activity through intramural and interscholastic sports

programs, fitness clubs, recess, and the incorporation of physical activity into the classroom.

Many schools or districts may wonder whether providing time for physical activity will take away from classroom instruction time and have a negative impact on academic achievement. Research shows, however, that school-based physical activity has a positive effect on academic performance and achievement.<sup>13</sup>

To meet the Institute of Medicine's recommendation of providing students with 30 minutes of physical activity each school day, schools will need to consider multiple approaches. Schools can explore opportunities for physical activity before, during, and after the school day.



### Physical Activity terms defined

#### *Physical Activity:*

Physical activity includes any movement caused by your skeletal muscles that uses energy. There are countless ways to be physically active including walking, jumping, dancing, or running.

#### *Exercise:*

Exercise is a more structured form of physical activity. It is designed to enhance fitness and can include physical activities like jogging, swimming, hiking, or weight lifting.

#### *Fitness:*

Your fitness level is a measure of how proficient you are at performing certain types of physical activity, and is indicative of overall health.

#### *Physical Education:*

A physical education program includes instruction on movement skills, health and fitness concepts, and social skills. It is designed to prepare participants for a lifetime of physical activity and fitness.



### School Site Selection

The capacity of a school to provide students with optimal amounts of physical activity really begins even before the school is built. Decisions on whether a school has facilities like gyms, fields, tracks, and multi-purpose rooms are all made well before school construction begins. Decisions on the location of the school can also affect student physical activity levels. For instance, locating a school on a multi-acre rural site discourages student physical activity because it is harder for students to walk or bike to school. When designing and building new schools it is important for school districts to consider how the location and floor plan of each school will affect the physical activity levels of students.

#### Optional Policy Language: School Site Selection

When evaluating sites for the location of a new school the school district will consider the following:

The size of the lot, current and future parking needs, and outdoor facilities such as tracks and fields

Possible conflicts with existing traffic patterns and the relationship of the school site to neighborhoods and major traffic routes;

Proximity of the proposed site to residential neighborhoods so that:

Students can walk or bicycle to school

– and –

Community members can easily access physical activity facilities

### Physical Activity Before School

How children prepare for school can affect their performance during the school day. Eating a nutritious breakfast and participating in moderate physical activity will help assure that when instruction begins students are ready to learn. Both walk-to-school programs and before school physical activity programs give students a chance to jump start their body and mind.



Walking or biking to school helps students accumulate more physical activity time and helps them arrive at school alert, invigorated, and ready to learn.

Schools that provide access to physical activity facilities and sponsor physical activity challenges before school help students stay warm, safe, and active.

Starting a “Safe Routes to School Program” is relatively easy. Go to [www.saferoutesinfo.org/getting\\_started.cfm](http://www.saferoutesinfo.org/getting_started.cfm) for step by step instructions and a start-up toolkit. The usual time for kicking off a new Safe Routes to School program is during Walk to School Week, usually held during the first week of October.



### **Optional Policy Language: Physical Activity Before 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.

Schools shall negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

Schools should provide dry and secure facilities for storing bicycles.

Schools should help students walk/ bicycle to school by providing crossing guards at roads near schools both before and after school.

### **Physical Activity During the School Day**

Schools should provide information on the benefits of physical activity and as many opportunities for students to engage in physical activity as possible. Suggestions on incorporating physical activity into the school day follow.

### **Education on the Benefits of Physical Activity**

Opportunities exist during the school day to incorporate lessons on the importance of physical activity to health and well-being. Preferably, these lessons would be part of a comprehensive health education program that is age appropriate and taught at every grade level, pre-kindergarten through twelfth.

Some physical activity topics to cover include:

- Examples of physical activity
- Health benefits of physical activity
- Ways to increase daily physical activity
- Opportunities for physical activity at school and in the community
- The role of physical activity in maintaining a healthy weight
- The influence of culture and media on physical activity
- Goal-setting and decision making skills for physical activity
- Basic safety precautions during physical activity
- The importance of drinking water before, during, and after physical activity
- The meaning of physical activity, exercise and health-related fitness
- The development of a personal physical activity program



### Physical Activity During the School Day Physical Education Curriculum

Implementing a physical education curriculum is one vehicle for increasing physical activity levels among students and will also provide students with the skills they need for lifetime physical fitness. The physical education curriculum should be based on proven content standards and methodologies. New standards developed by nationally recognized professional organizations like the National Association for Sport and Physical Activity (NASPE) call for a shift from traditional physical education programs focusing on team sports to programs emphasizing individual fitness and the promotion of a lifetime of physical activity for health. According to the standards, students who receive quality physical education instruction should be able to meet the following standards.

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

To ensure that students can achieve the outcomes recommended above, NASPE recommends that schools develop a physical education program that includes the following components.

#### 1. Opportunity to Learn

- Instructional periods totaling 150 minutes per week for elementary schools and 225 minutes per week for middle and secondary schools
- Qualified physical education specialists providing a developmentally appropriate program
- Adequate equipment and facilities

#### 2. Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

#### 3. Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- Physical activity not used for punishment
- Regular assessment used to monitor and reinforce student learning

Alaskan schools may face challenges in meeting all of the NASPE standards for physical education. Availability of gym time and space may constrain a school or district's ability to offer the recommended minutes of physical education each week. Schools may also have difficulty finding or retaining certified instructors, and may lack the funds to adequately equip



## Section III: *Tools for Policy Development, Physical Activity*

physical education classes. As is the case with nutrition, a comprehensive physical education curriculum can be phased in over time.

It may be possible to find creative solutions to some of the challenges involved in implementing school-based physical education programs. If possible, the school day could be extended to create additional time for physical activity classes. To address the issue of space, schools could consider partnering with local governments to arrange for use of community facilities by physical education classes. If lack of equipment is an issue, schools in urban areas could ask local fitness clubs to donate used equipment when upgrading their facilities. Schools could also explore opportunities for sharing sports equipment that is only used periodically with other districts. Teachers who do not

hold a physical education certification or endorsement can participate in a variety of national skill development trainings, including the Physical Education for Life training ([www.pe4life.org/academies.php](http://www.pe4life.org/academies.php)). Certain curricula are also designed to be taught by educators who are not certified in physical education. High school upperclassmen could also be trained as peer educators and assist with physical education program activities. Additional support for physical education programs are available through Physical Education for Progress (PEP) Grants offered through the United States Department of Education. Information about these grants can be found at: [www.ed.gov/programs/whitephysed/index.html](http://www.ed.gov/programs/whitephysed/index.html)

### **Optional Policy Language: Physical Education**

All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, should receive daily physical education (or its equivalent of 150 minutes/week at the elementary level and 225 minutes/week at the secondary level) for the entire school year.

All physical education teachers shall regularly participate in professional development activities to effectively deliver the physical education program.

Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.

Instruction in physical education shall include:

- A variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child;
- Knowledge and skills for a lifetime of regular physical activity;
- A wide variety of cooperative as well as competitive games;
- Assessment to help children understand, improve and/or maintain their physical well-being;
- Cognitive concepts about motor skills and fitness;
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life



### **Optional Policy Language: Physical Education (continued)**

Health-related physical fitness testing that incorporates measures of strength, endurance, flexibility, aerobic capacity, and body composition, shall be integrated into the curriculum as an instructional tool. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Tests shall be appropriate to students' developmental levels and physical abilities. Any body composition information collected will remain confidential, with individual results made available only to students and their parents/guardians.

Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in calculations of grade point average, class rank, and academic recognition programs such as honor roll.

Student/teacher ratios in physical education shall be comparable to those in other curricular areas.

School leaders shall endeavor to ensure the provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical education program.

Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement.

Physical education teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.

Suitably adapted physical education shall be included as part of individual education plans (I-E-P's) for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

School authorities shall minimize the use of physical education facilities for non-instructional purposes, such as using the gymnasium for school assemblies during times scheduled for physical education classes.





### Why prohibit physical education class waivers?

Many schools or districts have policies that allow students who participate in interscholastic sports, ROTC, marching band, or other organized physical activity programs to bypass physical education class. Although students may participate in high levels of physical activity outside of school courses, allowing them to waive out of physical education class deprives them of the benefits of a comprehensive, sequential curriculum.

A quality physical education program will prepare students for a lifetime of physical activity. Physical education courses teach a variety of movement skills, health and fitness concepts, and social skills that students can apply to a wide variety of sport and fitness settings. Many of these concepts are not addressed in a recreational or competitive sport situation. Therefore, it is recommended that students are not allowed to substitute extracurricular activities for physical education courses.

Schools should aim to provide as many opportunities for students to engage in physical activity as possible. Physical education class is one primary mechanism for promoting physical activity. Opportunities for physical activity do not need to be limited just to physical education class, however. Recess and classroom-based movement are also ways to help students achieve 30 minutes of active time each school day.

### Physical Activity During the School Day Recess

The National Association for Sport and Physical Education (NASPE) guidelines for childhood physical activity include a provision for limiting extended (2 hours or more) periods of inactivity during the day. At the elementary level, planned breaks from classroom instruction (recess) are valuable to students and teachers alike because they provide children with opportunities to engage in activities that help them develop healthy bodies and an enjoyment of movement. Recess also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem solving in real situations. Furthermore, it may facilitate improved attention and focus on learning in the academic program.

If your district or school already offers recess to elementary students, the following suggestions can be used to ensure that recess is a good experience for students and staff supervisors.

- Make sure that there are enough staff on hand to properly supervise the recess grounds;
- Develop a protocol for conflict resolution during recess. Teach this method in the classroom and implement it on the recess grounds with recess staff acting as moderators;
- Make sure that the amount of equipment (balls, jump ropes, etc.) on hand matches demand;
- Encourage purposeful activity by providing as many options to kids as possible. The website [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com) contains ideas and assistance on designing a play area that will maximize movement and minimize conflict.



### **Optional Policy Language: Recess**

All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools shall actively encourage moderate to vigorous physical activity by providing adequate space and equipment as well as a wide variety of activities.

Schools shall discourage extended periods (i.e. periods of two or more hours) of inactivity. When activities such as mandatory school-wide testing or inclement weather 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.

Schools shall develop schedules that provide for supervised, daily recess in grades pre-kindergarten through grades five or six. The use of facilities for recess activities will not interfere with instructional classes (separate locations for each activity). If possible recess will not be scheduled back to back with physical education classes.

Schools shall provide the facilities, equipment and supervision necessary to ensure that the recess experience is productive, safe and enjoyable. Developmentally appropriate equipment, as outlined in the National Association of Sport and Physical Education Guidelines for facilities, equipment and instructional materials, will be made available. Adults shall regularly check equipment and facilities for safety.

### **Physical Activity During the School Day Classroom-Based Physical Activity**

Opportunities for movement must not be limited to the gym if schools truly expect students to adopt physically active lifestyles. In most cases, participation in recess and physical education class will not provide students with the recommended 30 minutes of daily school-based physical activity. Schools looking to incorporate more activity time for students should explore integrating physical activity into the classroom. By using physical activity to teach concepts in core subjects, classroom teachers can increase the level of student participation in physical activity during the school day, as well as reinforcing the material taught in core content areas. Student physical activity can also be encouraged by providing physical activity breaks between lessons.

Physical activity can be incorporated into instruction in core subjects like math, science, language arts, social studies, and health. The following website(s) contain ideas on how to incorporate physical activity concepts into core curriculum instruction:

P.E. Central  
[www.pecentral.org/lessonideas/classroom/classroom.asp](http://www.pecentral.org/lessonideas/classroom/classroom.asp)

Take 10  
[www.take10.net/](http://www.take10.net/)

Energizers  
[www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)

Brain Breaks  
[www.emc.cmich.edu/BrainBreaks/default.htm](http://www.emc.cmich.edu/BrainBreaks/default.htm)



### **Optional Policy Language: Classroom-based Physical Activity**

Physical education will be closely coordinated with the overall school health program so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime

Physical education topics will be infused into other subject areas such as math, science, and social studies

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

Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Physical Activity During the School Day Physical Activity as Punishment**

The key to promoting physical activity and encouraging students to lead active lifestyles is making physical activity a positive and fun experience. Some school teachers and staff use physical activities such as push-ups or running as punishment. Using physical activity as a form of punishment increases the likelihood that students will develop a negative attitude about physical activity. Not only does punishment take the fun out of physical activity, it may make students less interested in participating in physical activity in the future.

### **Optional Policy Language: Physical Activity as Punishment**

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

### **Physical Activity After School**

The hours immediately after school are ideal for youth physical activity. Students who have been sitting in classrooms for a good part of the day are probably ready to engage in movement of some kind if they have the opportunity.

Many Alaskan schools sponsor after-school interscholastic sports teams. Sports teams are usually excellent ways for students to stay active, learn new skills, and grow socially. Unfortunately, only a fraction of the student body is typically able to benefit from organized school sports. Travel and equipment budgets often limit the number of students able to be a part of an interscholastic sports team. As a result, schools should offer after school physical activity clubs (jump rope, dance, etc.) and intramural sports programs that are less competitive, open to all, and available year round.

After-school physical activities could include sports, clubs, self-directed activities, open gym, special events, or field trips. Sponsored activities should provide opportunities for male, female, and co-educational participation and encourage all students to fully participate in all activities. The activities selected should meet the needs of students of all skill levels and physical abilities, including students with disabilities. In some instances, activities may need to be modified to be appropriate to the age, physical development and skill levels of individual participants.



If necessary, leagues may be established based on skill level or interest in competition. Rules and regulations should be established that assure equal opportunity, fair play, and safe participation.

### **Optional Policy Language: Physical Activity After School**

All elementary, middle, and high schools shall 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.

A diverse selection of competitive and noncompetitive, structured and unstructured activities will be offered to the extent that staffing permits.

School leaders shall endeavor to accommodate home-schooled children in extracurricular activities.

All intramural programs, physical activity clubs, and athletic teams shall be supervised by qualified staff, who may or may not be certified teachers.

### **Other Considerations for Promoting Physical Activity in Schools**

Schools can also use some of the following strategies to encourage and support physical activity.

#### **Walking Programs**

One inexpensive way for schools to promote student wellness is to promote walking at school. Walking is safe, doesn't require equipment, and can be done by students and staff alike. Districts or schools could start a walking challenge where students and staff all work toward a common walking goal (ex. Walk the Iditarod Trail). Students can accumulate miles by walking to school, walking around the gym before school, or walking around the playground during recess and at after school programs. Prizes can be awarded to the individuals or classes who accumulate the most walking miles.

The following websites have examples of successful walking/running programs:

[www.kidsrunning.com/news/westside04.html](http://www.kidsrunning.com/news/westside04.html)

[www.kidsrunning.com/school/parentsday.html](http://www.kidsrunning.com/school/parentsday.html)

#### **Special Events**

Another way for schools to promote active lifestyles is to hold events such as fun runs/walks, track and field days, and/or family fitness nights. These events get kids excited about physical activity and often include parents and community groups in the fun.

The websites listed below provide additional examples of running events.

[www.kidsrunning.com/school/runspotrun2001.html](http://www.kidsrunning.com/school/runspotrun2001.html)

[www.kidsrunning.com/school/krschool1030pumpkinrun.html](http://www.kidsrunning.com/school/krschool1030pumpkinrun.html)

[www.kidsrunning.com/news/pent081803.html](http://www.kidsrunning.com/news/pent081803.html)



### **Other Physical Activity Considerations School Infrastructure**

In many Alaskan communities the school is the only facility capable of providing recreation opportunities for children and adults. For that reason, school facilities should be built, maintained, and operated to provide students and community members with as many opportunities for physical activity as possible. Assuring that schools contain facilities for physical activity is important, as is making those facilities available to the public during non-school hours.

#### **Optional Policy Language: School Infrastructure**

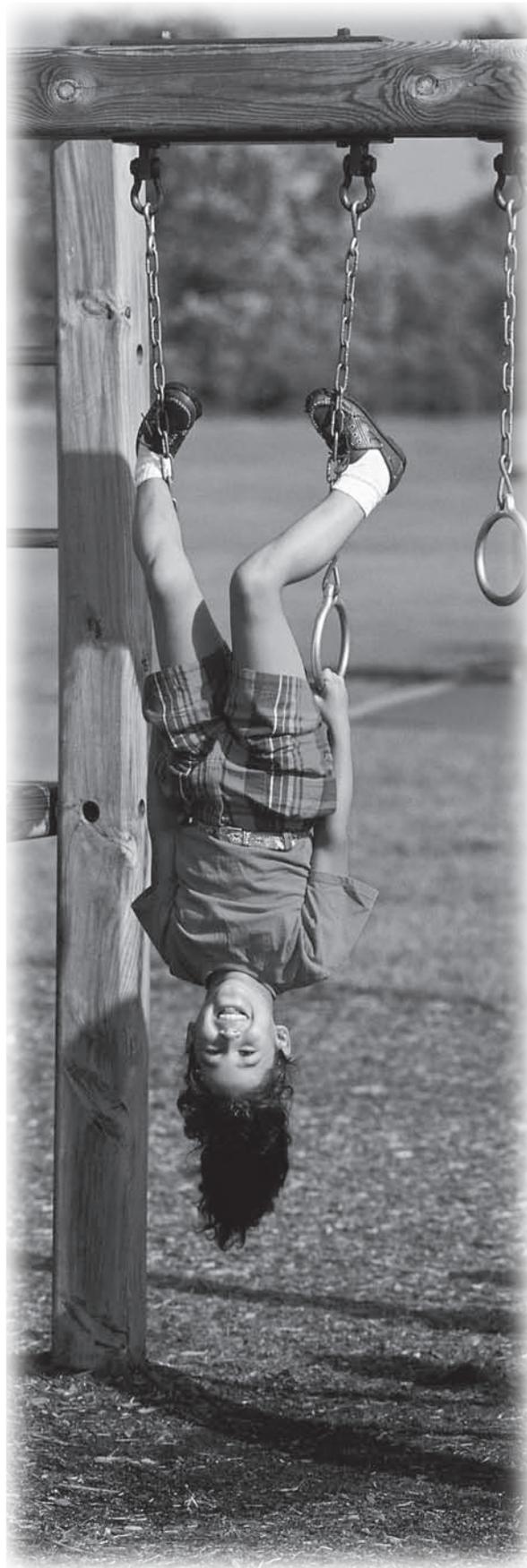
Schools will provide, at a minimum, one indoor and one outdoor facility for physical activity.

Schools will negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

School spaces and facilities also will be available to community agencies and organizations offering physical activity and nutrition programs.

School policies concerning safety will apply at all times.

Schools will 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.



## Component 5: Other Activities Designed to Promote Student Wellness

### Other Activities Designed to Promote Student Wellness

In addition to poor nutrition and inadequate physical activity, there are other health risk behaviors that contribute to the leading causes of death, disability, and social problems in the United States and Alaska. Like physical activity and nutrition, many of these health behaviors are established during childhood and adolescence. As districts develop local school wellness policies that incorporate physical activity and nutrition, they may want to consider addressing additional health behaviors as well. One way of promoting a wide variety of positive health behaviors is through a Coordinated School Health Program.

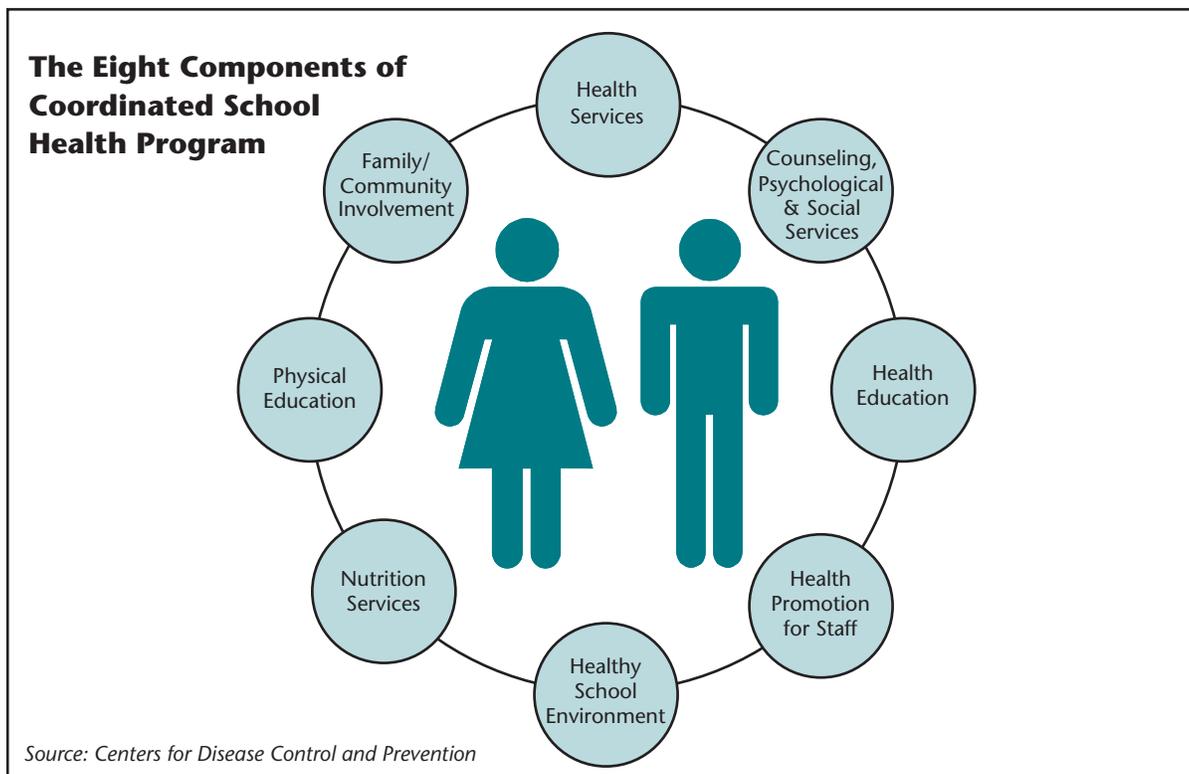
### Coordinated School Health Programs

The Centers for Disease Control and Prevention (CDC) promotes the

implementation of the Coordinated School Health Program as a way of supporting healthy schools and students. A Coordinated School Health Program has eight components, which are illustrated below and include: health education, health promotion for staff, the creation of a healthy school environment, nutrition services, physical education, family/community involvement, health services, and counseling, psychological and social services.

The development of a wellness policy that is in compliance with the Reauthorization Act of 2004 will focus primarily on the nutrition services and physical education components of the model. These components have been discussed in greater detail in previous sections of the toolkit. Additional information on health education and health promotion for staff follows. More details on the remaining components of the model are available at:

[www.cdc.gov/HealthyYouth/CSHP/](http://www.cdc.gov/HealthyYouth/CSHP/)



### Coordinated School Health Programs

#### Health Education

Opportunities exist to include essential topics on healthy eating and physical activity in the school's health curriculum at both the elementary and secondary school level. Preferably, these lessons are taught as part of a comprehensive health education curriculum and are consistent with the National Health Education Standards developed by the Joint Committee on National Health Education Standards.



Comprehensive health education refers to a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. Comprehensive health education includes a variety of topics taught by qualified, trained teachers. In addition to nutrition, health topics include personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, prevention and control of disease, and substance use and abuse.

Implementation of a comprehensive health education curriculum incorporating nutrition and physical education would also enable schools to meet the Alaska Skills for a Healthy Life standards. The standards, established by the State of Alaska Department of Education & Early Development, state that students should:

- Be able to acquire a core knowledge related to well-being
- Be able to demonstrate responsibility of the student's well-being
- Understand how well-being is affected by relationships with others
- Be able to contribute to the well-being of families and communities

#### Health Promotion for Staff

Staff health promotion involves providing opportunities for school staff to improve their own health. Health promotion activities can include health assessments, health education, and health-related fitness activities. Making school fitness equipment and facilities available for staff use and organizing walking clubs or nutrition education classes are a few specific examples of health promotion activities. The implementation of such activities can motivate school staff to pursue a healthy lifestyle, improve morale, and create a greater personal commitment to school health programs. In addition, healthy school employees serve as positive role models for students. Health promotion activities for staff can also improve productivity, decrease absenteeism, and reduce health insurance costs.

#### **Optional Policy Language: Health Promotion for Staff**

Schools/Districts shall plan, establish, and implement activities to promote physical activity among staff and provide opportunities for staff to conveniently engage in regular physical activity.



## Component 6: Monitoring Policy Implementation

### Monitoring, Compliance, and Evaluation

Evaluation and monitoring of your school's wellness policy is important for a couple of reasons. First, each school district is required by law to establish a plan for measuring implementation of its local wellness policy. This includes the designation of one or more persons with operational responsibility for ensuring that the school is meeting the policy.

Beyond any legal requirements, evaluation and feedback are essential for accountability. You and your stakeholders are invested in knowing (a) whether your wellness policies were implemented as planned, and (b) what the impacts of those policies are.

To assess the implementation of your wellness policies, you will need to monitor changes in those areas addressed by your policy. These may include changes in:

- Nutrition and physical activity topics covered in health and other courses
- Physical education requirements
- Availability of other options for physical activity
- The nutritional quality of foods available to students

It will also be valuable to assess the wellness policy's impact on:

- Revenues from the school foodservice program, school stores, vending machines, or other food sales.
- Student, parent, teacher, and administrator satisfaction
- Student behavior (e.g., physical activity, fruit and vegetable consumption, soda consumption, etc.)
- Participation in the National School Breakfast or Lunch Program
- Rates of student overweight

A good evaluation plan does not need to be extensive or formal. By matching evaluation needs with current staff roles to the extent possible, you can avoid placing additional undue burdens on staff.

For example, the school food service staff are probably best positioned to monitor and report on compliance with nutrition policies, as well as the financial impact on the school food service program, school stores, or vending machine revenues. The school food service department can also provide a report on the eligibility and participation rates in the National School Lunch Program and School Breakfast Program.

Physical educators are good sources of information on minimum PE requirements and the number of minutes kids spend being active during physical education class.

The Youth Risk Behavior Survey (YRBS) can be conducted locally and provide school district-level data on high school student behaviors including: minutes spent in physical education, levels of physical activity, fruit, vegetable, and milk consumption, and hours spent watching television. The YRBS also provides an assessment of (self-reported) student weight status. To assist in the collection of the active parental consent needed for the YRBS, the parent permission forms can be included in the school registration packet.

Some school districts take height and weight measures of students as part of their routine health services or physical education programs. If the measures are collected properly as well as compiled and reviewed regularly, they may be used to assess changes in the weight status of the student population over time.

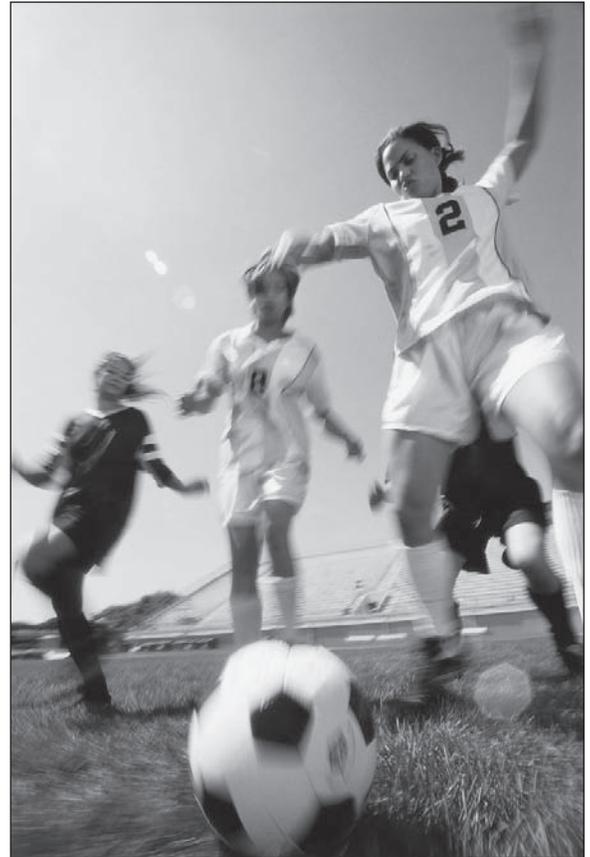
The findings from your evaluation should be used to update or amend the wellness policies as necessary. The school district or individual schools should also celebrate policy success milestones.



### **Optional Policy Language: Monitoring, Compliance and Evaluation**

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations will be developed to ensure that assessment information will be gathered to assist the Board and district in evaluating implementation of these policies.

The school board will receive a summary report every three years on district-wide compliance with the established nutrition and physical activity policies, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel in the district.

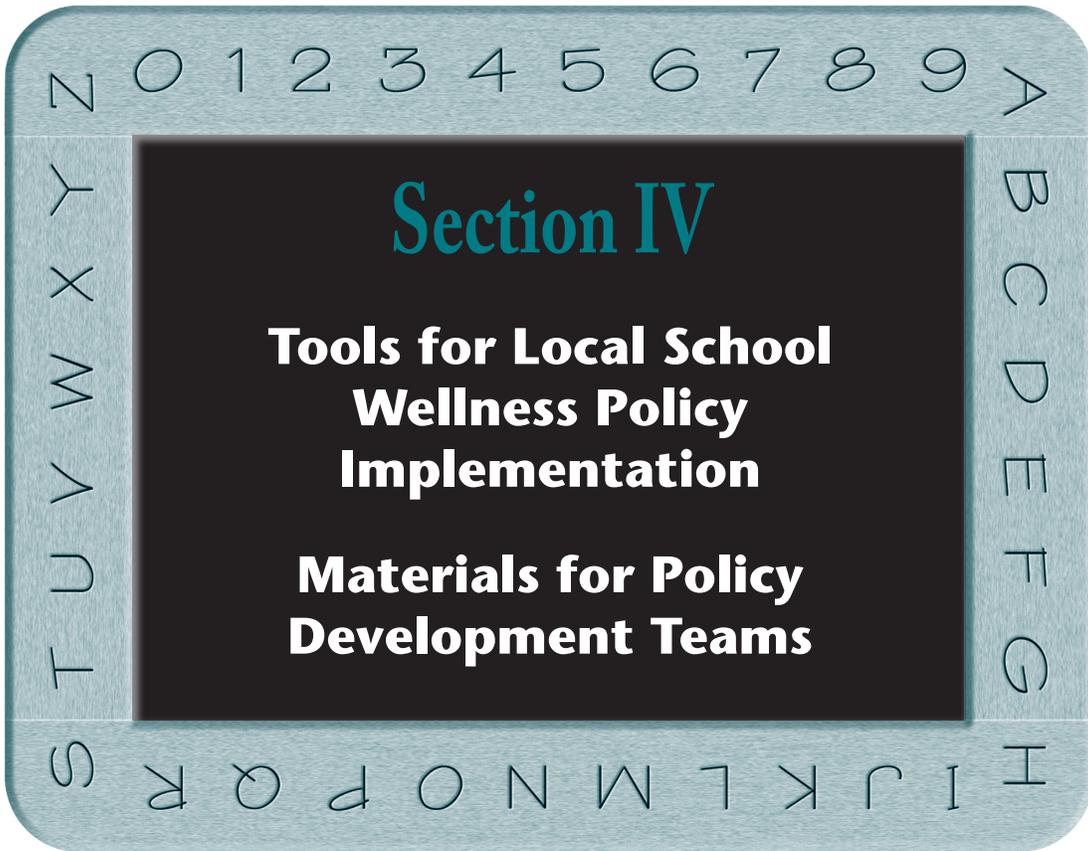


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**Section IV**

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for Policy  
Development Teams**



# Sample Nutrition Policy Implementation Timeline

Example of how a nutrition policy can be phased in over time.

BEVERAGE Standards: Milk		
First Year	2- 3 Years	In 5 Years
<p>Milk Drinks approved for sale are:</p> <ul style="list-style-type: none"> <li>• 2%, 1% (low-fat) or fat-free (non-fat) milk. Maximum size allowed for sale is <b>16 oz.</b></li> <li>• Flavored milk may contain no more than 27 grams of sugar total per 8 oz, including both naturally-occurring and added sweetener. Maximum size allowed for sale is <b>16 oz.</b></li> <li>• All flavored milk served/sold will be <b>low-fat</b> or non-fat.</li> </ul>	<p>Milk Drinks approved for sale are:</p> <ul style="list-style-type: none"> <li>• 1% (low-fat) or fat-free (non-fat) milk. Maximum size allowed for sale is <b>12 oz.</b></li> <li>• Flavored milk may contain no more than 27 grams of sugar total per 8oz., including both naturally-occurring and added sweetener. Maximum size allowed for sale is <b>12 oz.</b></li> <li>• All flavored milk served/sold will be <b>non-fat.</b></li> </ul>	<p>Milk Drinks approved for sale are:</p> <ul style="list-style-type: none"> <li>• 1% (low-fat) or fat-free (non-fat) milk. Maximum size allowed for sale is <b>8 oz.</b></li> <li>• Flavored milk may contain no more than 27 grams of sugar total per 8oz., including both naturally-occurring and added sweetener. Maximum size allowed for sale is <b>8 oz.</b></li> <li>• All flavored milk served/sold will be <b>non-fat.</b></li> </ul>

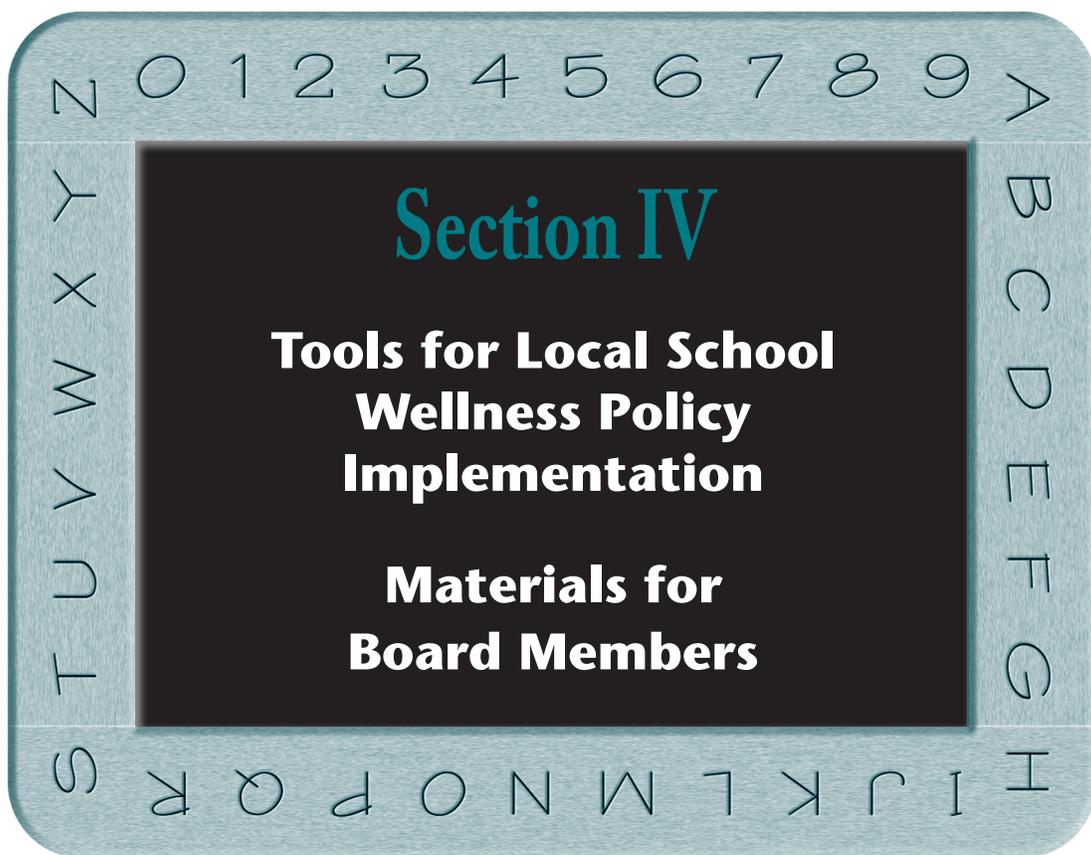


# Sample Physical Activity Policy Implementation Timeline

Example of how a physical activity policy can be phased in over time

Physical Education		
First Year	2-3 Years	In 5 Years
<p>Elementary:</p> <ul style="list-style-type: none"> <li>60 minutes total per week, in no less than 2x30 minute periods, with a blocked 60 minute period used most appropriately for intermediate level students only.</li> <li>Student/teacher ratio is not to exceed normal classroom size with occasional exceptions for special events/learning opportunities.</li> <li>Curriculum will be sequence, standards-based, and developmentally appropriate</li> <li>Teachers will be encouraged to give physical activity homework in the form of an activity log (or others means of establishing motivation and accountability).</li> </ul>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>90 minutes of PE per week</li> <li>Student/teacher ratio is not to exceed normal classroom size with occasional exceptions for special events/learning opportunities.</li> <li>Curriculum will be sequenced, standards-based, and developmentally appropriate.</li> <li>Teachers will be encouraged to give physical activity homework in the form of an activity log (or others means of establishing accountability).</li> </ul>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>30 minutes of daily PE</li> </ul>
<p>High School:</p> <ul style="list-style-type: none"> <li>1.5 credits of PE is required</li> <li>.5 credits of the 1.5 requirement must be "Lifetime Personal Fitness" or the equivalent established by the test-out</li> <li>PE class will have a reasonable student/teacher ratio based on the activity, facility and ability, but not to exceed 40 students.</li> <li>Curriculum will be standards-based, aligned with elementary and middle school and developmentally appropriate</li> </ul>	<p>High School:</p> <ul style="list-style-type: none"> <li>1.5 credits of PE is required with no waivers allowed</li> <li>No testing-out is allowed.</li> <li>Elective credit will be given for participation in PA after school and/or on sports teams</li> </ul>	<p>High School:</p> <ul style="list-style-type: none"> <li>2 credits of PE is required with no waivers allowed</li> </ul>





## Section IV

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for  
Board Members**



# School Board Nutrition and Physical Activity Resolution

**WHEREAS:** Being overweight and physically unfit has become a major health problem for children throughout the country, a problem that is of grave concern to the Surgeon General, health professionals, parents, policymakers, and children themselves; and

**WHEREAS:** Our next generation of children may be the first in the history of the United States whose life expectancy is shorter than their parents due to the impacts of obesity and related health consequences; and

**WHEREAS:** 11% of Alaska high school students are overweight and 14% are at risk for becoming overweight; and

**WHEREAS:** Physical inactivity and excessive calorie intake are the predominant causes of overweight and at risk for overweight in children; and

**WHEREAS:** 27% of Alaska high school students do not meet the Centers for Disease Control and Prevention (CDC) minimum recommendations for physical activity; and only 18% participate in daily physical education; and

**WHEREAS:** Only 16% of Alaska high school students consume the recommended number of servings of fruits and vegetables each day; and

**WHEREAS:** The problem of obesity is further exacerbated by students today having far fewer opportunities for physical exercise than students in decades past due to decreased funding for physical education and intramural sports, and time spent getting physical exercise; and

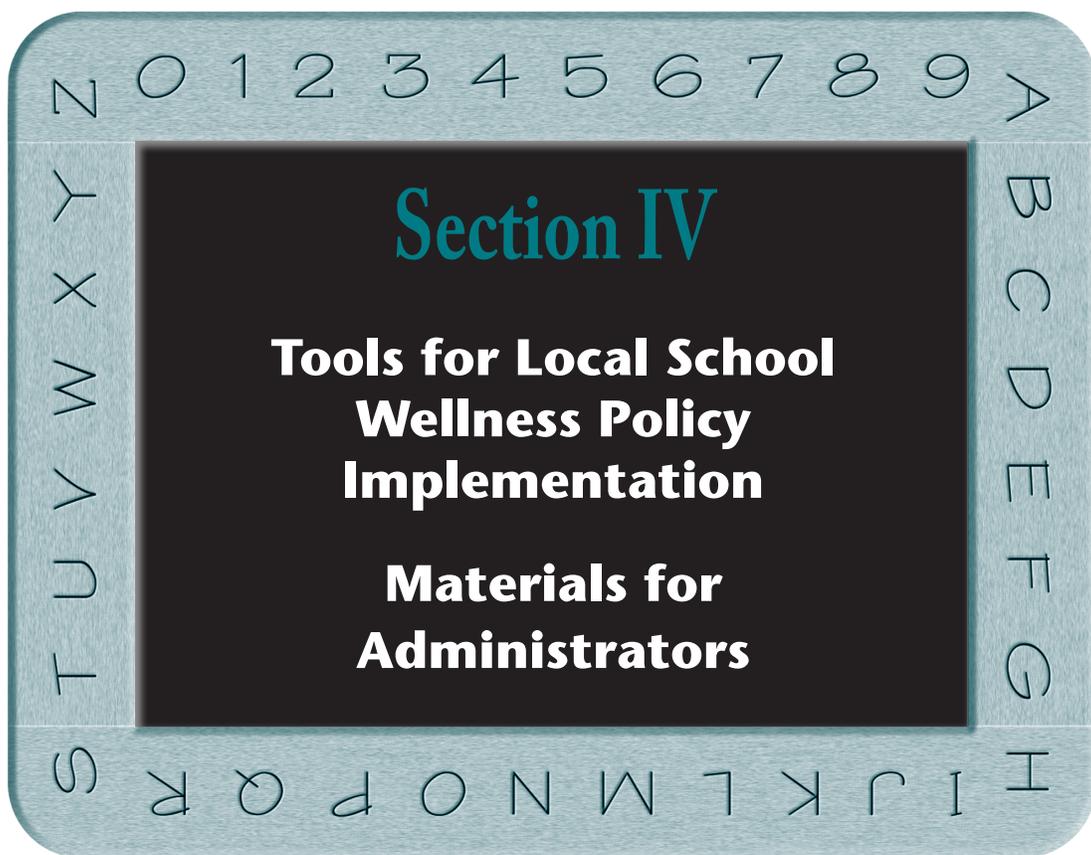
**WHEREAS:** The Board is interested in providing our students with the most healthy and appealing food and beverage choices possible, in diminishing the dependence of schools and school-related organizations on selling products of questionable nutritional value, and in providing students with opportunities for physical activity.

**THEREFORE BE IT RESOLVED:** That this School District will develop a policy that ensures:

- That all students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- That the administration and a policy development team will develop a plan to improve the nutritional quality of breakfast, lunches, snacks and beverages served in our schools, as well as plan to phase out the sale of soft drinks and unhealthy snacks, including suggestions for replacing revenues currently secured through the sale of these items; and
- That schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.







## Section IV

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for  
Administrators**



# Sample Letter to Parents

Dear parents and guardians,

You may have heard from your children that some of the foods and beverages sold at their schools have changed, and that we are providing more opportunities for physical activity during the school day.

This letter is intended to give you a clear explanation of how our school district is helping students eat healthy food and beverages at school while also getting a chance to participate in physical activity at school each day.

There is great concern about the rising rates of overweight among young people. Overweight children are increasingly suffering from many life-threatening illnesses and conditions that used to affect only adults. Those conditions include asthma, type 2 diabetes, high blood pressure, heart disease, and some cancers. In fact, some experts worry that if trends in overweight do not change this generation of young people will be the first in modern times that may not live as long as their parents' generation. Research shows that good nutrition is connected not only with better health, but also with better grades and better behavior.

Parents, health professionals, students and School District staff all worked together on designing the new food and beverage policy. The School District will sell only foods and drinks that contain a certain amount of nutrients and not too much fat or sugar. The new regulations affect students, who can buy food and beverage at cafeterias, school stores, concession stands, in vending machines and other sources at school. The policy does not restrict what food and beverages students may bring from home.

We are proud of our new policy, and we want our school food and beverage to be both healthy and appealing. We expect our menu offerings to become even better and more varied as our program becomes established, and we welcome input from students and their parents and guardians.

Because the goal of these new policies is to increase your child's overall health, we will be supplementing the new nutrition policies with policies aimed at increasing the amount of time students spend participating in physical activity.

Regular physical activity performed at a moderate level of intensity (enough to increase heart rate) has numerous health benefits to children including the formation of healthy bones, muscles, and joints and may help children succeed academically as well. National experts now recommend that school age children participate in at least 60 minutes and up to several hours of physical activity each day. Our new policies will provide opportunities for each student to accumulate at least 30 active minutes at school each day - we will look to parents and community organizations to provide youth with the remaining thirty minutes or more.

Methods for increasing physical activity for our students include the promotion of walking/biking to school, daily recess for elementary students, increasing the quality and quantity of physical education, incorporating physical activity into the classroom, and providing opportunities for all students to be active after school. We will also encourage students to bring home information about physical activity to share with family members, and participate in family physical activities.

We hope that you share our excitement about the new policies to promote nutrition and physical activity. Please discuss these changes to the school environment with your child to help them understand why these changes are important. By working together schools, parents, and the community can help children lead active, healthy, and productive lives.

Sincerely,





# Traditional Foods in School

For centuries, the Alaska Native people have lived off the land by hunting and gathering. These activities provide good nutrition, exercise, free food, and preserve cultural heritage. Traditional foods are natural, do not contain additives or preservatives, and are a food source of many minerals and vitamins. For these reasons, it makes sense that Alaska Native communities want to serve traditional foods in schools. Nevertheless, there are challenges posed to schools and food service staff wishing to serve students traditional foods.

The Alaska Department of Environmental Conservation (DEC) and the Department of Education and Early Development allow the use of traditional foods in schools when DEC Alaska Food Code is followed. The Code eliminates the option of serving some traditional foods that pose too great a food safety risk. However, there are many traditional foods schools can serve.

Schools interested in using traditional foods in their school will need to work with their school administrators and food service staff to achieve regular use of traditional foods in their school. Schools and food service staff will also need to become familiar with the DEC Alaska Food Code before using any traditional foods.

The following concerns about regularly serving traditional foods in schools have been expressed by school food service staff. Food service staff:

- 1) May not receive donations consistently enough for menu planning;
- 2) Lack resources to help determine the amount of traditional food needed to provide appropriate amounts of food for the number of children being served;
- 3) Have concerns about food safety (potential for food poisoning) since staff are not able to monitor how the food was stored and transported before arriving at the school;
- 4) Are unable to cook from scratch using “raw” foods because some school kitchens are designed only for “heat and serve”;
- 5) May not have enough time allotted to prepare “raw” food;
- 6) Prefer processed foods that are easier to prepare and that follow production records criteria;
- 7) May not have recipes available to prepare traditional foods;
- 8) May not know how to prepare traditional foods; and/or
- 9) Feel that traditional foods are precious and do not want to see children refusing or throwing the foods into the trash.

Information from the Department of Environmental Conservation 18 AAC 31 Alaska Food Code follow and can also be found at <http://www.dec.state.ak.us/regulations/pdfs/31mas.pdf>



# Requirements for Traditional Foods in Institutions and Non-Profit Programs

Traditional wild game meat, seafood, plants and other food may be donated to a food service of an institution or non-profit program. Institutions and non-profit programs for this purpose are defined as residential child care facilities licensed by Alaska Department of Health and Social Services, school lunch programs and senior meal programs.

The following is a description of the requirements that should be followed when receiving and using traditional wild game meat.

## **RECEIVING**

Inspect the food when it is received to assure that is whole, gutted, gilled, in quarters or roasts.

Make a reasonable determination that the animal was not diseased; that it was butchered, dressed and transported in a way to prevent contamination; that no undesirable spoilage or deterioration occurred, and that the food does not pose a significant health hazard or potential for human illness.

## **PREPARATION AND PROCESSING**

Further preparation or processing of the traditional food must be done at a different time than the processing of other food in the establishment or done in a different space to prevent cross-contamination.

## **CLEANING AND SANITIZING**

After the traditional food is prepared or processed surfaces and utensils used are cleaned and sanitized.

## **STORAGE**

All donated food is labeled with the name of the foods, stored separately from other foods either in a separate refrigeration unit or a separate compartment.

## **PROHIBITED FOODS**

Because of the significant health hazards and the potential for human illness, food establishments are prohibited from serving the following foods:

- The meat from fox, polar bear, bear, and walrus
- Seal oil and whale oil, with or without meat
- Fermented game meat, such as beaver tail, whale or seal flipper, and muktuk
- Fermented seafood products, such as salmon eggs or fish

For more detailed information about the regulations concerning the use of traditional foods and foods donated to an institution or nonprofit programs see 18 AAC 31.205 and 18 AAC 31.210.



# The Alliance for a Healthier Generation Beverage Agreement

On May 3, 2006 the Alliance for a Healthier Generation – a joint initiative for the American Heart Association and the William J. Clinton Foundation – announced a landmark agreement to curb high calorie beverages in schools nationwide. The Alliance worked with representatives the nation’s largest beverage distributors of Cadbury Schweppes, Coca-Cola, PepsiCo, and the American Beverage Association to establish guidelines to limit portion sizes and reduce the number of calories available to children during the school day.

Under these newly established guidelines, elementary schools will only sell water, and eight ounce, calorie- capped servings of certain juices with no added sweeteners and servings of fat free and low fat regular and flavored milks. Middle schools will apply the elementary school standard with portion sizes increased slightly to 10 oz. In addition to the beverages available in elementary and middle schools, high schools will also sell no calorie and low calorie drinks, such as bottled water, diet and unsweetened teas, diet sodas, fitness water, low calorie sports drinks, flavored water, and seltzers; as well as light juices and sports drinks.

The industry agreement follows a mounting wave of regulation by school boards and legislators alarmed by reports of rising childhood obesity. Soda has been a particular target of those fighting obesity because of its caloric content and popularity among children.

The distribution companies will work to implement the changes at 75 percent of the nation’s public schools before the 2008-2009 school year, and at all public schools a year later.

This agreement addresses only beverages sold via contract to schools. The beverages sold by student stores, at fund raisers, during school sponsored sporting events are not covered unless they have a contract with a distributor. Also,

schools that own and stock their own vending machines by purchasing beverage in bulk would not be covered by this agreement.

This agreement is with only the four largest distributors, not all distributors. Thus, the remaining 13% of distributors are not bound by this agreement. Since schools often enter into individualized vending machine contracts, several different vendors could be serving the district.

To ensure continuity throughout the district in vending machines, school stores, etc. school districts still need to adopt a food policy and a beverage policy even if it is exactly as written between the Alliance and beverage distributors.



Schools with existing contracts or agreements should contact their bottler to amend their existing contract or agreement to change the beverages available in their schools to include only the options outlined in their wellness policies. PepsiCo, Coca-Cola, and Cadbury Schweppes together with their bottlers will work with schools and school districts in the spirit of mutual financial fairness in amending all agreements. Schools negotiating new contracts with their bottler or food and beverage distributor(s) should specify their wellness policy guidelines in their RFPs / RFQs.



## Beverages

### Elementary School

- Bottled water
- Up to 8 ounce servings of milk and 100% juice\*\*
- Low fat and non fat regular and flavored milk\* with up to 150 calories / 8 ounces
- 100% juice\*\* with no added sweeteners and up to 120 calories / 8 ounces

### Middle School

- Same as elementary school, except juice and milk may be sold in 10 ounce servings

### High School

- Bottled water
- No or low calorie beverages with up to 10 calories / 8 ounces
- Up to 12 ounce servings of milk, 100% juice\*\*, light juice and sports drinks
- Low fat and non fat regular and flavored milk with up to 150 calories / 8 ounces
- 100% juice\*\* with no added sweeteners and up to 120 calories / 8 ounces
- Light juices and sports drinks with no more than 66 calories / 8 ounces
- At least 50% of beverages must be water and no or low calorie options

### Time of Day

All beverages sold on school grounds during the regular and extended school day. The extended school day includes activities such as clubs, yearbook, band and choir practice, student government, drama, and childcare / latchkey programs.

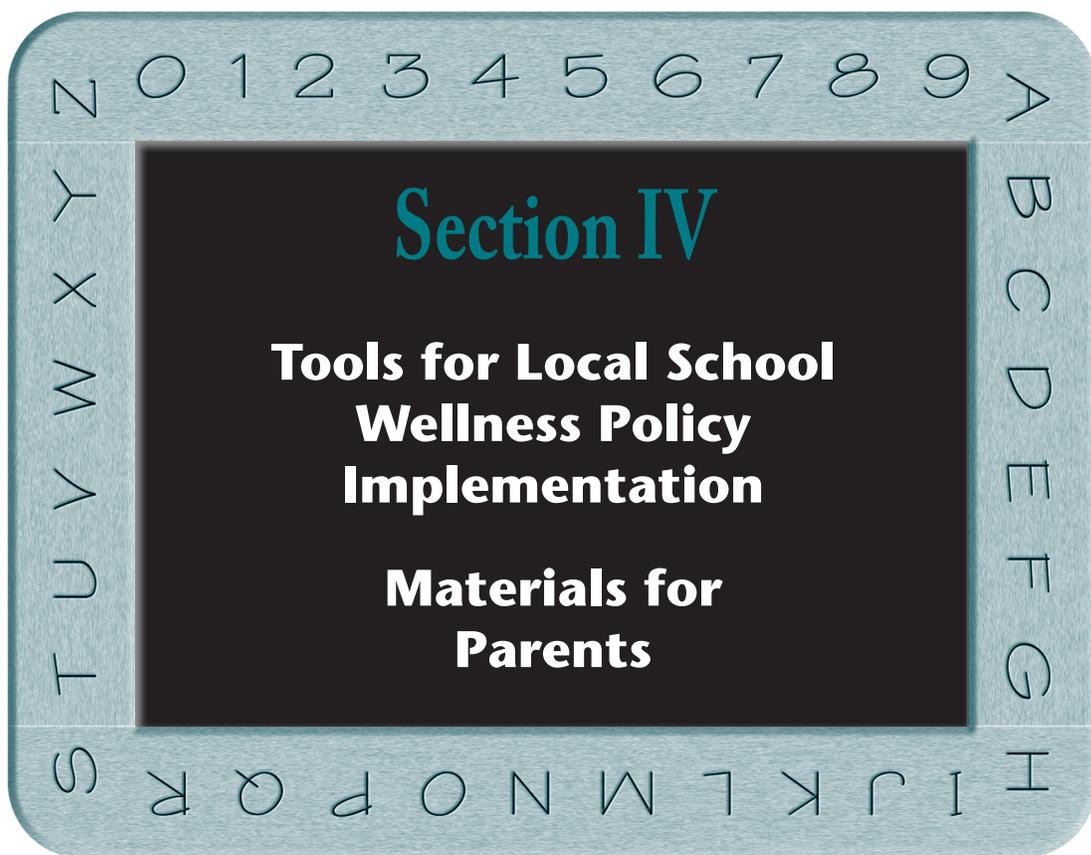
This Beverage Policy does not apply to school-related events; such as interscholastic sporting events, school plays, and band concerts; where parents and other adults constitute a significant portion of the audience or are selling beverages as boosters.

As a practical matter, if elementary and secondary students have shared access to areas on a common campus or in common buildings, then the district should adopt a policy to meet the needs of all students.

\* Milk includes nutritionally equivalent milk alternatives (per USDA), such as soy milk.

\*\* 100% juice that contains at least 10% of the recommended daily value for three or more vitamins and minerals.





## Section IV

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for  
Parents**



# Lunchbox Makeovers

## Ten Tips for Making a Healthy Lunch for Kids

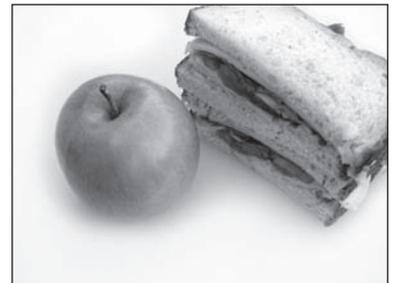
Lunches don't have to be sandwiches. Dinner or restaurant leftovers can be packaged in plastic lock bags or plastic storage containers and a thermos can be used to hold hot or cold foods.



### Additional Makeover Tips

- Involve your child in the planning and packing process so you know what your child likes and have an opportunity to talk about good nutrition
- Offer a selection of healthy choices and let your child pick their favorite
- Give fun names to foods
- Offer new foods on a regular basis
- Tuck in surprises such as a riddle, sticker, fancy napkin, secret note
- Cut sandwiches into different shapes or use a cookie cutter

1. **Leave the cheese off sandwiches, unless it's low-fat or fat-free cheese.** Though cheese provides calcium, it is high in fat. Healthier sources of calcium include lower-fat cheese, fat-free and 1% milk, low-fat yogurt and calcium-fortified orange juice.
2. **Switch from ham, bologna, salami, pastrami or corned beef, and other fatty luncheon meats to low-fat alternatives.** There are many good tasting, low-fat or fat-free brands of turkey breast, chicken breast, ham, bologna and roast beef available.
3. **Include at least one serving of fruit in every lunch.** Try packing new types of fruit each week to let your child discover new favorites and to give him or her more choices. In addition to apples, oranges or bananas, try pears, sliced melon, cups of applesauce, grapes or pineapple (fresh or canned in its own juice). Try serving fruit in different ways -- whole, cut into slices, cubed or with a yogurt dipping sauce.
4. **Add vegetables** — like lettuce or slices of cucumber, tomato, green pepper, roasted peppers, zucchini or sweet onion onto sandwiches or in plastic lock bags. Adding vegetables to a sandwich is one way to get more into your child's diet. Providing simple serving bags of cut vegetables such as edamame (soy beans), cucumber coins, pepper spears, and carrot sticks helps make eating vegetables fun.
5. **Use whole grain bread instead of white bread for sandwiches.** Choose breads that list "whole wheat" as the first ingredient. If the main flour listed on the label is "wheat" or "unbleached wheat flour," the product is not whole grain. Most multi-grain, rye, oatmeal and pumpernickel breads in the U.S. are not whole grain.
6. **Limit cookies, snack cakes, doughnuts, brownies and other sweet baked goods.** Low-fat baked goods can help cut heart-damaging saturated fat from your child's diet, but even fat-free sweets can crowd out healthier foods like fruit.
7. **Pack baked chips, pretzels, Cheerios, bread sticks or low-fat crackers instead of potato, corn, or tortilla chips.**
8. **If you pack juice, make sure it's 100% juice.** All fruit drinks are required to list the "% juice" on the label. Avoid juice drinks with less than 100% juice.



9. **Avoid sending pre-packaged lunch packs.** Pre-packaged lunch packs that come with a treat and a drink often provide two-thirds of their calories from fat and sugar. Making your own healthy alternative is as easy as packing low-fat crackers, low-fat lunch meat, a piece of fruit and a box of 100% juice in your child's lunch box.
10. **Encourage your child to choose 1% or fat-free milk from the lunch line.** Packing or selecting 1% or fat-free milk instead of whole or 2% milk is a simple way to decrease saturated fat in a child's diet.



### Reduce and reuse

- Use insulated lunch bags, lunch boxes, or cloth lunch bags instead of plastic or paper bag.
- Use reusable plastic containers instead of baggies, aluminum foil or plastic wrap.
- Pack reusable utensils instead of disposable.
- Use a thermos or plastic cups with tight fitting lid for drinks.
- Pack a cloth napkin instead of paper napkin.
- Buy bulk items and portion at home into reusable containers instead of single serving packages.

*Section adapted from Center of Science in the Public Interest ten easy tips to give your child's lunchbox (or your lunch) a nutrition makeover and School Nutrition Advisory Coalition. Feeding the Future: School Nutrition Handbook*



## Family Meals

# Benefits of Family Meals

### Family Meals Can:

- Provide a sense of family solidarity, unity and identity
- Transmit family values, attitudes, cultural and ethnic heritage
- Provide a vehicle for daily communication and strengthen family connections
- Provide an opportunity for monitoring children's moods, behaviors, and whereabouts
- Provide structure and routine to a child's day
- Be an opportunity for role modeling healthy eating, such as enjoying food, eating moderate portion sizes, tasting new foods, and stopping when full
- Positively impact overall diet quality of children and adolescents (increase fruits, vegetables, and dairy foods; less soft drinks and fried foods)
- Positively impact young children's language acquisition and literacy development
- Serve as a "protective factor" in the lives of teens and are also associated with a decreased risk of adolescent substance use, increased psychosocial well-being, and higher academic performance.

### Strategies for promoting family meals within the family

- Try to make family meals a priority
- Aim for at least 3-4 meals a week
- Strive to make mealtimes pleasurable, enjoyable, and engaging
- Share the meal preparation and cooking with other family members
- Keep mealtime preparations simple, easy and nutritious
- Be flexible with the time or place of meals (e.g. family picnic before sports)
- Teach children to cook and be involved with meal preparation
- Create a relaxed setting for meals (clear non-food items from table, turn off the television, don't answer the phone)
- Socialize and avoid topics likely to lead to conflict

### Strategies for promoting family meals outside the family

- Media: Increase awareness through the media of the many benefits of family meals and their impact on children's nutrition and psychosocial health and learning
- Schools: Minimize school events at times when families are most likely to be eating together (e.g., over the dinner hour)
- Worksites: Encourage worksites and other institutions to advocate for protecting family time and encourage family connections through family meals
- Sports and other organizations: Avoid scheduling events and practices at times when families are most likely to be eating dinner
- Catering businesses: Prepare healthy, homemade foods for busy families and provide delivery services

### Adapted from:

*A Perspective on Family Meals: Do They Matter? Mary Story & Dianne Neumark-Sztainer. Nutrition Today, Volume 40 Number 6. November/ December 2006.*



# Physical Activity Tips for Parents

You can increase physical activity in your children's day by making it fun and by participating in activities with them. Providing children with at least 60 minutes of physical activity a day now will help them grow up to be active, healthy adults. Here are a few tips for promoting active play and reaching that 60-minutes-a-day goal:

## At school

- Coach or chaperone a physical activity at school.
- Team up with other parents near your home to form "walking school buses" and take turns walking kids to the bus stop or all the way to school.
- Participate in "Walk to School" Day: [www.walktoschool.org](http://www.walktoschool.org).

## At home

- When your children say they are bored, jump start their bodies and imaginations by challenging them to combine elements of two games or sports to create a brand new activity.
- Incorporate physical activities into birthday parties and family gatherings, as well as when your kids' friends come over to play.
- Promote after-school physical activity. All children can find physical activities they like to do; offer them choices and let them discover their own interests, but make sure that active play is part of their day outside of school.
- Choose activity-oriented gifts such as a jump rope, hiking shoes, or a fitness club membership. Used sporting goods stores offer some great treasures for gear at lower prices.
- Turn on music to get bodies moving while indoors and even to liven up household chores.

## In the community

- Learn which sports and activities your kids enjoy doing and locate lessons or clubs for them. Some children thrive on team sports; others like individual activities or being active with friends in a noncompetitive way.
- Use your city's recreational opportunities – from soccer leagues to "fun runs" to walking tours.
- Involve your children in jobs or community service activities that they enjoy and that get them moving, such as planting in the local park or helping neighbors with cleaning, dog walking, or yard work.
- Find outdoor activities through nature groups or hiking clubs, and take your family on an outing.

## On outings or trips

- Instead of touring in an automobile, explore different sights on foot or on a bike.
- Plan family outings and vacations that involve walking, swimming, bicycling, or paddling.

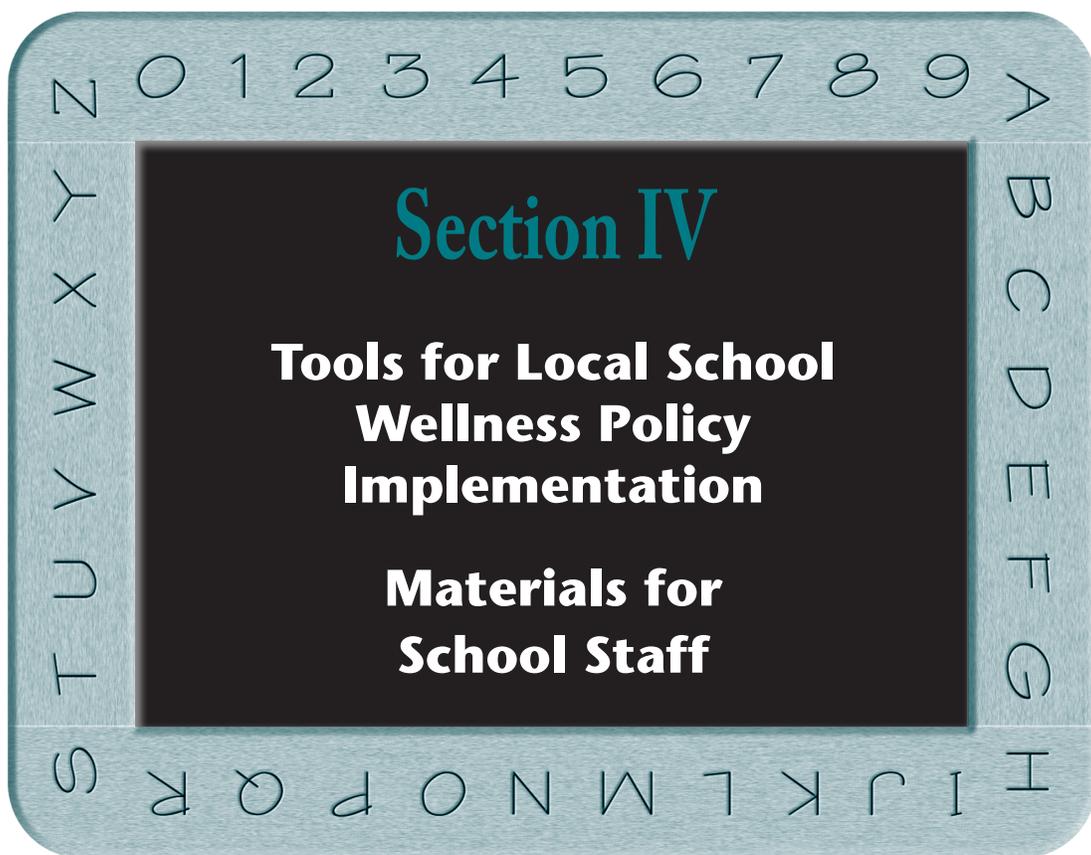
## 60 minutes is the goal

- Only 32% of children in the United States attend physical education classes daily, so kids need your support and encouragement to be active — especially outside of school — for 60 minutes a day.
- The lack of physical activity among children contributes to health problems. Healthy habits must begin early in life — with your help.

### Material adapted from:

VERB™, a national campaign of the Department of Health and Human Services' Centers for Disease Control and Prevention (CDC) to increase physical activity among children aged 9–13 years. For more information, visit [www.cdc.gov/VERB](http://www.cdc.gov/VERB).  
The American Heart Association's *Tips for Raising Heart-Healthy, Active Children*.





## Section IV

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for  
School Staff**



# Alternatives to Using Food as a Reward

## Reward Ideas for Teachers.

The use of food or beverage as a reward or incentive can undermine the health of students and/ or reinforce unhealthy eating habits. Therefore, parents, teachers and staff need to think outside the candy box to offer fun activities and creative incentives if they choose to use rewards.



Recognition for good work is a great motivator and is always appreciated. The power of a simple “thanks for helping” or “you did a great job” to a deserving student is often underestimated. Respect and words of appreciation can go a long way!

### Have a Party

- Teachers can let students bring music and balloons for a class party after a big test or before vacation.
- Schools can sponsor an evening dance, an outside play hour, or a pep rally to gear up for an important event.

### Allow free time

- At school, students can be given extra time in a favorite class area, class outside or an afternoon free of homework.

### More ideas

- Teachers can keep a box of special toys (treasure chest), computer games or art supplies that can only be used on special occasions. Good behavior and academic excellence can be rewarded with stickers, pencils, bookmarks, movie tickets, coupons, gift certificates or discounts to skating rinks, bowling alleys and other active entertainment outlets. “Mystery” gift-wrapped items such as markers, coloring books, puzzles, games, jump ropes or hacky sacks can be provided for students to choose from.
- Students can also earn points for good behavior to purchase unique rewards, such as selections from the “treasure chest” or autographed items with special meaning.
- Teachers and staff wishing to reward students for academic performance or good behavior can offer students lunch with the teacher, principal or superintendent at a regularly scheduled meal time and serve food in accordance with the food and beverage standards.

### Set up a bank system that allows students or classes to earn special privileges, such as:

- Special field trips
- Lunchtime privileges (eat lunch outdoors or in the classroom with a friend)
- Extra credit
- Class time to sit by friends
- Time to listen to music (whole class or individuals with head phones)
- One-on-one time with the teacher
- Acting as delivery person for the office
- Time to act as class teacher
- Having class outdoors or at a special school location
- Extra recess
- A walk with the principal or teacher
- Being a helper in another classroom



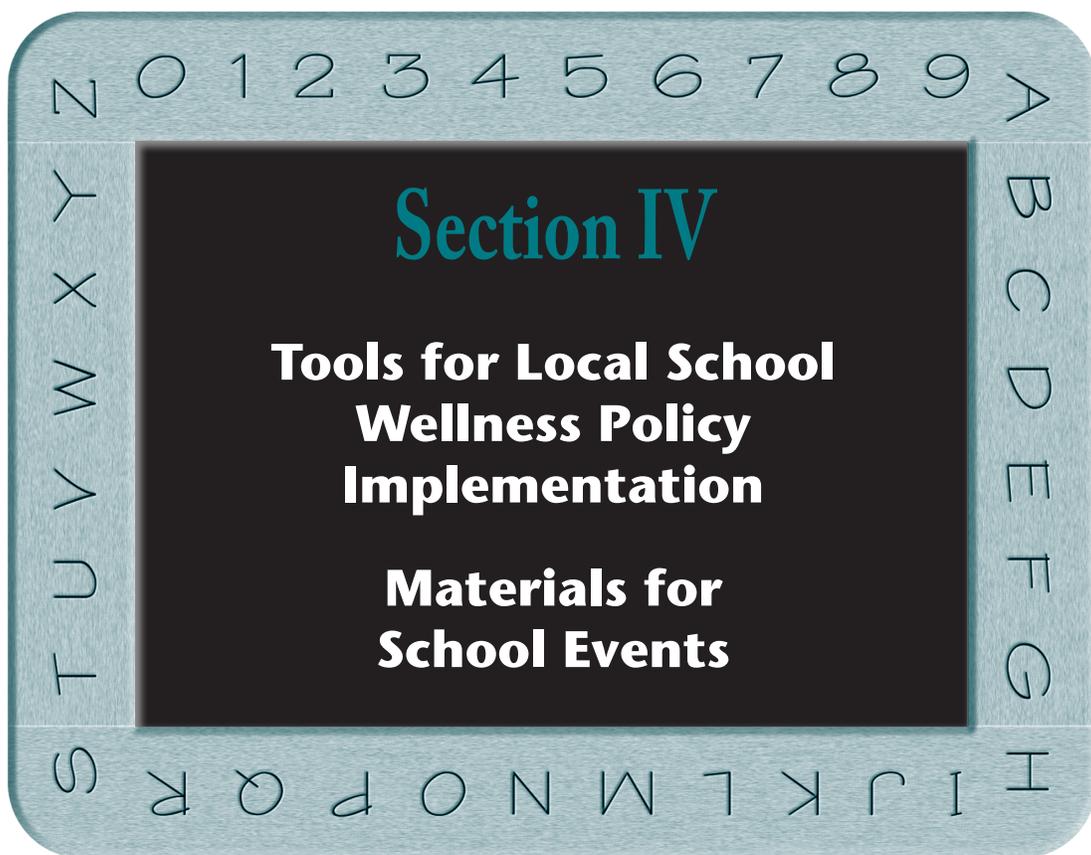
### Surprise your students or children!

- Give out certificates
- Allow time to use special occasion items
- Play a favorite game or do puzzles
- Take fun physical activity breaks



- Allow trips to a treasure box filled with nonfood items (stickers, tattoos, pencils, erasers, bookmarks, desktop tents, school supplies)
- Give away a popular paperback book
- Dance to favorite music in the classroom
- Read special book to class
- Perform a special skill (singing, cart wheel, guitar playing, etc.)
- Allow extra art time
- Provide “free choice” time at end of the day or end of class period
- Allow listening to book on audiotape with headset





## Section IV

**Tools for Local School  
Wellness Policy  
Implementation**

**Materials for  
School Events**



# Healthy Celebrations

Celebrations that focus on educational activities, creative activities or physical activities in the home or classroom will lead to healthier bodies and sharper minds. Celebrating with healthy foods allows nutrition lessons learned in the classroom to be modeled and reinforced at the table.

## Ways for families to celebrate special events

- Donate a book to the school library or classroom in honor of a child's birthday with his/her name inside
- Donate funds for playground or physical education/activity equipment such as jump ropes or balls

## School or classroom celebrations

- Play indoor games of the students' choosing
- Engage children in a special art project
- Take the children on a field trip
- Turn on some music and have a dance party
- Take a fun walk around the school with the principal or teacher
- Play games outside or host a field day - allow extra recess time

## Ideas for classroom celebrations

- Make your own pizza party using low-fat cheeses and canned, frozen or fresh fruits and vegetables
- Make your own fruit sundae bar with canned, frozen or fresh fruit and low-fat yogurt or cottage cheese
- Host a culture club - ask students to find and prepare healthy recipes from different cultures
- Host an agriculture day - ask a local gardener or gatherer to bring in produce and have a tasting party

## Healthy foods for classroom celebrations

- Smoothies made with canned, frozen or fresh fruit or berries and low-fat yogurt or milk
- Low-fat yogurt or cottage cheese with canned, frozen or fresh fruit and cereal topping
- Fig bars, vanilla wafers, graham or animal crackers



### Quick & Easy Trail Mix

- 4 cups of pretzels
- 2 cups peanuts
- 2 cups raisins
- 4 cups of low sugar, whole grain cereal (Cheerios, Chex, Kix)

Mix together. Keep in an air-tight container. Serve in a small Dixie cup. Makes about 20 servings.

From: Stop & Go Foods: Anytime is Healthy Snack Time! From Yukon- Kuskokwim Health Corporation Community Health & Wellness Program

- Pilot bread, Melba toast, rice cakes, pretzels
- Trail mix without chocolate candies
- Home baked bread with low sugar fruit spread
- Stir-fried canned, frozen or fresh vegetables served over steamed rice
- Three-bean salad
- Hard-boiled eggs with toast or Pilot bread (dye the shells to make them visually appealing)
- Lowfat (1%) and Non-Fat Milk
- Frozen corn-on-the-cob boiled and served chilled with spices
- Baked chips and reduced-fat dip
- Soy – Edamame (pronounced “ed-dah-MAH-may”) are fun to eat and easy to serve cold
- Fresh apple wedges, banana coins served with peanut butter (if allowed)
- Air popped popcorn without added butter
- Apple sauce, raisins, dried fruit
- Whole grain crackers or Pilot bread with low-fat cheese such as string cheese
- Fresh-cut vegetables and reduced-fat ranch dip or salsa
- 100% juice or popsicles in serving sizes of 6 oz. or less. Or mix ½ cup 100% juice with ½ cup seltzer water for a fun sparkling drink
- Bottled water in any size



- Salmon and other fish: serve it dried, canned, as spread for sandwiches, as a dip for crackers, or as a filet
- Fruit cone: fill an ice cream cone with canned, frozen or fresh fruit, drizzle with low-fat yogurt, and sprinkle with chopped nuts
- Banana poppers: dip banana pieces in 100% orange juice and then into unsweetened coconut, crushed nuts, or crushed cereal
- Individual pizzas: Top ½ of an whole wheat English muffin, bun or mini-bagel with tomato sauce, low-fat cheese and toppings – broil or microwave to melt cheese
- Pita Pockets: stuff mini pitas with grated carrot, finely chopped celery, raisins or other dried fruit. For variety, mix fruit and vegetables with low-fat cream cheese.
- Tortilla Wraps: wrap corn or flour tortillas around steamed rice, whole beans, grated carrot, whole kernel corn and low fat cheese.



A small but growing number of students have severe peanut and /or tree nut allergies. Before serving foods made with peanuts, peanut butter, or other nuts as a snack, make sure there are no food allergy restrictions

- Baked Potato: stuff small baked potato or flour tortillas with steamed rice, whole beans, grated carrot, whole kernel corn and low fat cheese.
- Mini Banana splits: top peeled, sliced bananas with canned, frozen or fresh berries, low-fat yogurt and low sugar cereal.

Sections adapted from School Nutrition Advisory Coalition. *Feeding the Future: School Nutrition Handbook*



# Fundraising Events

Food sales are common for school fundraising events. Unfortunately many kids today are overwhelmed with sugary food choices and face obesity and a future of serious health problems. Creating activities that are not based on food and that include physical activity can be a great way to encourage everyone—children, parents, teachers and school administrators—to eat well and develop a physically active lifestyle. Examples of fundraising activities that can be an alternative to food sales are provided below.

## SPONSORSHIPS

- Hold an academic contest where students solicit sponsors and raise money depending on the number of books read or math problems solved.
- Organize athletic events where students earn funds based on the number of laps completed, distance traveled while keeping balance (for example, carrying an egg on a spoon or hopping on one foot), or number of points scored.

## FINE ARTS

- Create an event where people pay a small ticket price to see a parent-teacher talent show, play or concert.
- Sell tickets for singing telegrams that students perform on Valentine’s Day, Mother’s Day or birthdays.
- Ask students to make scrapbooks, cookbooks or art and sell the items at school, through silent auctions, or at craft booths at local fairs.

## Corporate Donations

Many corporations will match employee contributions to schools. Some companies will make a cash donation to a school for volunteer hours worked by a parent. Remind parents to check with their employer to see if such benefits are available.

## Benefit Events

Some stores and restaurants will allow your school to sponsor a day or evening benefit. The school publicizes the event and distributes flyers; customers bring the flyer with them and a portion of their purchase is donated to the school. Some stores will host Benefit Shopping Days;

schools participate by selling tickets that give customers a discount on purchases during the event. Schools keep 100% of their ticket sale proceeds and get an additional donation through in-store ticket redemption.

## Walkathons and other “thons”

- Walk-a-thons, jog-a-thons, bike-a-thons, jump-rope-athons, skate-a-thon

Walkathons have become popular fund raisers and are a good alternative to food, as they often encourage physical activity. Students solicit sponsors to pledge a certain amount per lap for each lap they walk on a set course; those most likely to make a pledge include parents, grandparents, siblings, other family members, and neighbors. Participants can also solicit a flat donation pledge (set amount not based on the number of laps completed). Some schools raise additional money by selling a colorful tee-shirt designed by students which promotes the event.

Academic-a-thons are all based on the idea that participating students solicit pledges for each academic task they accomplish.

- Math-a-thon; students are given a math test with a set number of problems (say, 20). Pledges are collected for each problem correctly solved. Even kindergartners can compete, writing numbers in correct order from 1-20. Older students solve algebra or geometry problems. The same idea can be adapted to a geography or science format
- Spell-a-thon; pledges collected for every word correctly spelled; optional bonus pledge collected if student wins the bee
- Read-a-thon; pledges collected for every book (or amount of pages) a student reads in a set time (say, a month).



## Entertainment

- Faculty follies talent show performance that charges an admission price;
- Carnival; an oldie but goodie, featuring games of chance, refreshments, performance by the school music group, face painting, bouncy house, etc.
- Teacher/student sports competition - basketball game, baseball, softball, etc. Tickets sold to watch the kids defeat the teachers (or vice versa).
- Dance for adults; a twist on the typical school dance. The students run this one for the parents and teachers. Student jazz band provides the music; students sell healthy refreshments; students chaperone (no “inappropriate” dancing by parents, please!). Students can also sell corsages and set up a photo station for parents to have their portraits taken for an additional fee
- Magic show; hire a professional and sell tickets, or have students and faculty perform
- Adult spelling bee; just like the kid version, but this time it is the parents, teachers, coaches, and principal who are competing, while kids run the show and sell the tickets
- Auction: solicit businesses for donations including timeshares and furniture
- Spring Clean Up: Students help community members with home projects. Students charge by the hour, and community members pay the fundraising organization.
- Hold a student fashion show with recycled products. Charge a minimal ticket price for attendance.

## Additional Fundraising Events:

- Bowling night
- Car wash
- Gift wrapping during holiday time
- Miniature-Golf tournament
- Raffle items donated by local businesses or cash prizes
- Recycle cans/paper/ink cartridges
- Skate night
- Horseshoe competition
- Treasure hunt
- Pet sitting
- A “parents night out” with group babysitting available for a fee



# Fundraising Sale Ideas

Fundraising with items that are not based on food or that use healthy foods is a great way to encourage everyone—children, parents, teachers and school administrators—to think outside the candy box.

## Fundraising Sale items

- Balloon bouquets
- Books, calendars, pocket calendars
- Buttons, pins & stickers
- Cookbooks



### “No Bake” Bake Sale

It is easy, all profit, and the parents appreciate it. Students create a list of baked goods such as “Double Fudge Brownies” or “Tundra Berry Cobbler” Then the students research how much it would cost to make the item and assign a price to the item, for example, “Carrot Cake, \$5.” The parent selects this baked item NOT to make and sends \$5 instead.

From the Reach Every Child/Horace Mann web site, by Alan Haskvitz

- Coupon books
- First aid, Emergency, or earthquake kits
- Flowers & bulbs, starter plants
- Bath and hair accessories
- Batteries
- Gift baskets, items, wrap, boxes, and bags
- Hats
- Holiday ornaments/ House decorations
- Lawn ornament pink flamingos
- School newspaper space/ads
- Personalized stationary
- Scarves
- Scratch-off cards
- Spirit/seasonal flags
- Valentine’s Day flowers
- Used book sale, CD’s, videos, DVDs donated by students/ families
- Car wash; tickets good for a wash can be sold in advance; may be held on the playground at school
- Glow in the dark novelties (necklaces, earring, tumblers, etc.); these are incredibly popular at high school dances

- School supplies - spiral notebooks, assignment pads, pencils, pens, calculators with school name and logo or just in interesting designs
- Student artwork
- Cookbook, featuring favorite recipes of school families and staff members by soliciting recipes, especially of ethnic recipes, from families; typing them up and copying the pages, students could also illustrate their family’s recipe page
- Educational games (Sudoku, crossword puzzles, trivia cards)
- Greeting cards, especially designed by students
- Birthday, Valentine’s Day, or Congratulations message delivery; students deliver a message to the recipient for a fee

## School Spirit/ Memorabilia

- Reserved seats at school sporting events
- License plate frames w/school logo
- School Frisbees
- School photo ID
- School spirit items – tee shirts, sweatshirts, sweatpants, lanyards, pennants all printed with the school logo
- T-shirts & sweatshirts
- Bead jewelry and accessories in school colors
- Temporary/henna school spirit temporary tattoos
- Bottled water with the school’s own label
- Refillable water bottle with school logo
- Stadium cup, pompoms, megaphone, foam spirit hand or paw, imprinted with school name and logo
- School spirit gear & accessories Stadium/ bleacher pillows
- Yearbook covers
- Yearbook space/monograms



Stage a Flea market, ski swap, gear swap with items donated or on consignment by students, families, and the community.



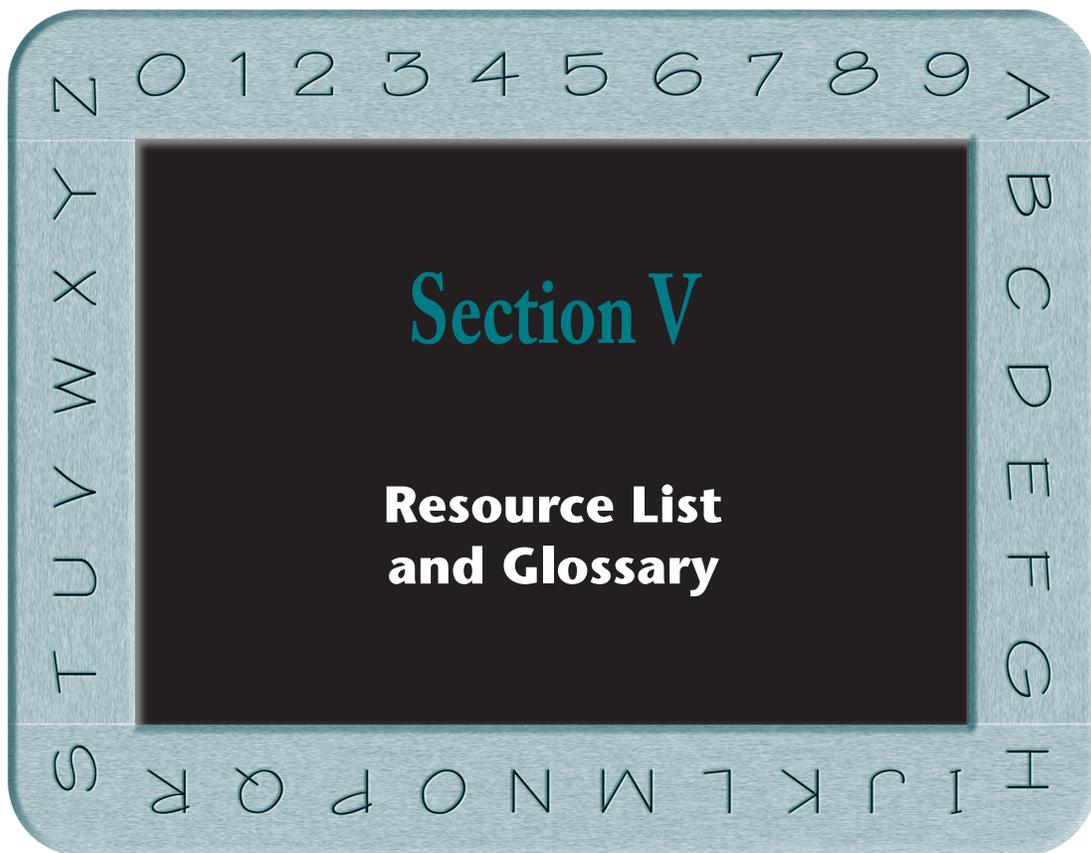
## Pre-ordered sales

- Boxes of small oranges (Satsuma)
- Tulips (set a pick up date)
- Box/ bag of sweet Walla Walla or Vadaia Onions
- Box/ bag of Yukon Gold potatoes or Alaskan Purple Potatoes
- Box/ bag of Vine ripened tomatoes
- Box/ bag of fresh Kiwis, Artichokes, Strawberries, Rainer Cherries
- Fruit & Vegetable baskets
- Seeds or started seedling
- Party bags for kids' birthday parties; filled with an assortment of novelties (bouncy balls, glitter pens, fancy erasers, toy cars or plastic jewelry, puzzle books, glow in the dark novelties, mini beanies, tiny flashlights); saves time and effort for party-planning parents; novelties can be bought in bulk
- Balloon bouquets for special occasions (birthdays, Valentine's Day)
- Flowers or plants, especially for holidays such as Mother's Day or Valentine's Day
- Ceramic tiles, bricks, or stepping stones hand painted by kids, for a wall or walkway in your school
- Bulk school supplies; parents will pay about the same for ready-made school supplies as they would if they purchased the items from the store.
- For adults, seats at a 4-12 person dinner party hosted by a school family and featuring an elaborate menu



Set up a gift shop before the winter holidays and during the last weeks of school, as parents are shopping for teacher gifts. Could sell typical gifts such as candles, soap, note cards, picture frames, gift certificates from bookstores or supermarkets (especially if bought at a discount and sold at a small markup), bookmarks or book covers, bud vases, pretty mugs filled with fancy tea bags, scarves, mufflers, gloves, book lights, travel coffee mugs, disposable cameras.







# School Wellness Toolkit Resources

## Alaska Agencies and Organizations

### Alaska Action for Healthy Kids

Mary Grisco  
P.O. Box 230567  
Anchorage, AK 99523  
Phone 907-580-3180 Fax 907-580-2454  
Mary.Grisco@elemendorf.af.mil  
www.actionforhealthykids.org

### Alaska Association for Physical Education, Health, Recreation, and Dance (AKAHPERD)

P.O. Box 241323  
Anchorage, AK 99524-1323  
Phone: 907-351-3195 Fax 907-222-6200  
info@akahperd.com  
www.akahperd.com

### Alaska Dietetic Association

akdard@hotmail.com  
www.eatrightalaska.org

### Alaska ICE Initiative for Community Engagement

Sally Rue, Director  
1111 West 9th Street  
Juneau, AK 99801  
Phone 907-586-1486 Fax 907-586-1450  
alaskaice@asb.org  
www.alaskaice.org

### Alaska Parent Teacher Association

Mailing Address: P.O. Box 201496 Anchorage, Alaska 99520-1496  
Physical Address: 555 West Northern Lights, Suite 204 Anchorage, Alaska 99503  
Phone: 907-279-9345 or 907-278-0085  
Fax 907-222-2401  
Toll Free (Outside Anchorage): 1-888-822-1699  
akpta@alaska.net  
www.alaska.net/~akpta/

### Alaska Health Education Library Project (AHELP)

Dept. of Health and Social Services  
Section of Chronic Disease Prevention and Health Promotion  
PO Box 110616  
Juneau, AK 99811-0616  
Phone 907-465-3140 Fax 907-465-2770  
Paula\_Recchia@health.state.ak.us  
www.ahelp.org

### Alaska School Activities Association

Gary Matthews, Executive Director  
4048 Laurel St., Suite 203  
Anchorage, AK 99508  
Phone 907-563-3723 Fax 907-561-0720  
www.asaa.org

### Alaska School Nutrition Association

Dean Hamburg  
Kenai Peninsula Borough School District  
139 E. Park Avenue  
Soldotna, AK 99669  
Phone 907-262-9367 Fax: 907-262-0978  
dhamburg@kpbsd.k12.ak.us  
www.aksna.org

### Alaska School Nurses Association

Shirley Harduar, RN, BSN, Director  
harduar\_shirley@asdk12.org

### Alaska Recreation and Parks Association

Zieak McFarland, President  
Phone 907-772-2618  
parknrec@ci.petersburg.ak.us  
http://www.alaskarpa.org/

### Alaskan Way to 5 A Day

Janelle Gomez, Community Nutritionist  
Office of Children's Services  
907-269-8446 Fax 907-269-3497  
Janelle\_Gomez@health.state.ak.us



**Alaskans Promoting Physical Activity (APPA)**

Russ Stevens, Physical Activity Specialist  
Dept. of Health and Social Services  
Section of Chronic Disease Prevention and Health Promotion  
PO Box 110616  
Juneau, AK 99811-0616  
Phone: 907-465-8541 Fax 907-465-2770  
Russ\_Stevens@health.state.ak.us  
www.takeheart.alaska.gov

**American Cancer Society**

1057 W. Fireweed Lane, Suite 204  
Anchorage, AK 99503  
Phone 907-277-8696 Fax 907-263-2073  
www.cancer.org

**American Diabetes Association, Alaska Area**

801 West Fireweed Lane, Suite 103  
Anchorage, AK 99503  
Phone 907-272-1424 Fax 907-272-1428  
estankovich@diabetes.org  
www.diabetes.org

**American Heart Association Alaska**

1057 W. Fireweed Lane, Suite 100  
Anchorage, AK 99503  
Phone 907-263-2014 Fax 907-263-2045  
www.americanheart.org

**Anchorage School District**

Sharon Vaissiere, Health & Physical Education Coordinator  
vaissiere\_sharon@asdk12.org  
Phone: 907- 742-4400

**Asthma and Allergy Foundation of America, Alaska Chapter**

PO Box 201927  
Anchorage, AK 99520-1927  
Phone 907-696-4810 Fax 907-696-4810  
aafaAlaska@gci.net  
www.aafaalaska.com

**Association of Alaska School Boards**

Sharon Young  
1111 West 9th Street  
Juneau, AK 99801  
Phone 907-586-1083 Fax 907-586-2995  
aasb@aasb.org  
www.aasb.org

**Child Nutrition Services**

Stacy Goade, State Director  
Dept. of Education & Early Development  
810 West Tenth St., Suite 200  
Juneau, AK 99801  
Phone 907-465-8708 Fax 907-465-8910  
Stacey\_Goade@eed.state.ak.us  
www.eed.state.ak.us/tls/cns/

**Eat Smart Alaska!**

Karol Fink, MS,RD  
Dept. of Health and Social Services  
Section of Chronic Disease Prevention and Health Promotion  
P.O. Box 240249  
Anchorage, AK 99524-0249  
Phone: 907-269-3457 Fax: 907-269-5446  
Karol\_Fink@health.state.ak.us  
www.takeheart.alaska.gov

**Healthy Futures**

Rebecca Reichlin, Coordinator  
Phone: 907-783-2374  
reichlin@acsalaska.net  
www.asdk12.org/HealthyFutures/

**Obesity Prevention and Control Program**

Erin Peterson, Program Manager  
Dept. of Health and Social Services  
Section of Chronic Disease Prevention and Health Promotion  
P.O. Box 240249  
Anchorage, AK 99524-0249  
Phone 907-269-8181 Fax 907-269-5446  
Erin\_Peterson@health.state.ak.us  
www.hss.state.ak.us/dph/chronic/obesity

**Safe Routes to School**

Steven Soenksen, Coordinator  
Dept. of Transportation and Public Facilities  
3132 Channel Drive, Suite 200  
Juneau, AK 99801-7898  
Phone 907-465-4069 Fax 907-465-6984  
Steve\_Soenksen@dot.state.ak.us

**School Health Education Program Support**

Todd Brocious, Education Specialist  
Dept. of Education and Early Development  
810 West Tenth St., Suite 200  
Juneau, AK 99801  
Phone 907-465-2887 Fax 907-465-2713  
Todd\_Brocious@eed.state.ak.us  
www.eed.state.ak.us/tls/schoolhealth/



### **School Health Programs and Youth Risk Behavior Survey**

Patty Owen, Health Program Manager  
Dept. of Health and Social Services  
Section of Chronic Disease Prevention and Health Promotion  
PO Box 110616  
Juneau, AK 99811-0616  
Ph. 907-465-2768 or 1-888-465-3140  
Fax 907-465-3140  
Patty\_Owen@health.state.ak.us  
www.hss.state.ak.us/dph/chronic/school

### **Special Olympics Alaska**

Nicolle Egan, Vice President/Chief Operating Officer  
3200 Mountain View Drive  
Anchorage, AK 99501  
Phone: 1-907-222-7625 ext 8 or 1-888-499-7625 ext 8  
Fax: 1-907-222-6200  
www.specialolympicsalaska.org

### **Washington State Dairy Council (Serving Alaska)**

Mollie Langum, School Program Director  
4201 198th St. SW  
Lynnwood, WA 98036  
Phone 425-744-1616 Fax 425-670-1222  
800-470-1222  
mollie@eatSMART.org  
www.eatSMART.org

### **University of Alaska Cooperative Extension Service**

University of Alaska Fairbanks  
Dr. Anthony T. Nakazawa, Director  
P.O. Box 756180  
Fairbanks, AK 99775  
Phone: 907-474-7246 Fax: 907-474-5139  
www.uaf.edu/coop-ext

## **National Agencies and Organizations**

### **General**

#### **American Association for Health Education**

1-800-213-7193  
<http://www.aahperd.org/aahe/>

#### **American Cancer Society**

1-800-227-2345  
[www.cancer.org](http://www.cancer.org)

#### **American School Health Association**

330-678-1601  
[www.ashaweb.org/](http://www.ashaweb.org/)

#### **Arthritis Foundation**

1-800-746-1821  
[www.arthritis.org](http://www.arthritis.org)

#### **Council of Chief State School Officers 202-336-7000**

[www.ccsso.org/](http://www.ccsso.org/)

#### **Society of State Directors of Health, Physical Education and Recreation**

703-390-4599  
[www.thesociety.org/](http://www.thesociety.org/)

#### **National Assembly on School Based Health Care**

202-638-5872  
[www.nasbhc.org/](http://www.nasbhc.org/)

#### **National Association of School Nurses**

1-866-627-6767  
[www.nasn.org/](http://www.nasn.org/)

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

703-684-4000  
[www.nasbe.org/](http://www.nasbe.org/)

#### **National Education Association Health Information Network**

1-800-718-8387  
[www.neahin.org/](http://www.neahin.org/)

#### **National Parent Teacher Association**

1-800-307-4PTA  
[www.pta.org/](http://www.pta.org/)



**National School Boards Association**  
703-838-6722  
[www.nsba.org/site/index.asp](http://www.nsba.org/site/index.asp)

**The Center for Health and Health Care in Schools**  
202-466-3396  
[www.healthinschools.org/home.asp](http://www.healthinschools.org/home.asp)

**The Wellness Councils of America**  
402-827-3590  
<http://www.welcoa.org/>

**U.S. Centers for Disease Control and Prevention**  
Division of Adolescent and School Health  
Healthy Schools, Healthy Youth  
1-888-231-6405  
[www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth)

### *Nutrition and Physical Activity*

**Action for Healthy Kids**  
1-800-416-5136  
[www.actionforhealthykids.org/](http://www.actionforhealthykids.org/)

**American Association for the Child's Right to Play**  
Graduate Physical Education  
516-463-5176  
[www.ipausa.org/](http://www.ipausa.org/)

**Center for Science in the Public Interest**  
Nutrition Policy  
202 332-9110  
[www.cspinet.org/nutritionpolicy/index.html](http://www.cspinet.org/nutritionpolicy/index.html)

**Center for Weight and Health**  
510-642-1599  
<http://nature.berkeley.edu/cwh/>

**Food Allergy & Anaphylaxis Network**  
1-800-929-4040  
[www.foodallergy.org/](http://www.foodallergy.org/)

**Food Nutrition Information Center**  
National Agricultural Library, Room 105  
301-504-5719  
[www.nalusda.gov/fnic](http://www.nalusda.gov/fnic)

**National 5 A Day Program**  
1-800-422-6237  
[www.5aday.gov](http://www.5aday.gov)

**National Association for Sport and Physical Education**  
1-800-213-7193  
[www.aahperd.org/naspe/template.cfm](http://www.aahperd.org/naspe/template.cfm)

**National Center Bicycling and Walking**  
301-656-4220  
[www.bikewalk.org](http://www.bikewalk.org)

**National Food Service Management Institute**  
The University of Mississippi  
1-800-321-3054  
[www.olemiss.edu/depts/nfsmi/](http://www.olemiss.edu/depts/nfsmi/)

**National Heart, Lung and Blood Institute Obesity Education Initiative**  
<http://www.nhlbi.nih.gov/about/oei/index.htm>

**National Recreation and Park Association**  
703-858-0784  
<http://www.nrpa.org/>

**P.E.4LIFE**  
202-776-0377  
[www.pe4life.org/](http://www.pe4life.org/)

**President's Council on Physical Fitness & Sports**  
202-690-9000  
[www.fitness.gov](http://www.fitness.gov)

**School Nutrition Association**  
703-739-3900  
[www.SchoolNutrition.org](http://www.SchoolNutrition.org)

**Society for Nutrition Education**  
1-800-235-6690  
[www.sne.org/](http://www.sne.org/)

**U.S. Department of Agriculture**  
Team Nutrition Program  
703-305-1624  
[www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

**U.S. Department of Health and Human Services**  
Centers for Disease Control and Prevention  
Division of Nutrition and Physical Activity  
770-488-5705  
[www.cdc.gov/nccdphp/dnpa](http://www.cdc.gov/nccdphp/dnpa)



# Materials and Resources

## General

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*Alaska Youth Risk Behavior Survey 2003 Report*, State of Alaska, Department of Health and Social Services, 2004 <http://www.hss.state.ak.us/dph/chronic/school/YRBS.htm>

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*Coordinated School Health Programs*, Centers for Disease Control and Prevention, 2005, <http://www.cdc.gov/healthyyouth/CSHP/>

*Criteria for Evaluating School Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, 2004, [www.actionforhealthykids.org/special\\_exclusive.php](http://www.actionforhealthykids.org/special_exclusive.php)

*Fit, Healthy and Ready to Learn: A School Health Policy Guide*, Bogden JF, Alexandria, VA: National Association of State Boards of Education, 2000, [www.nasbe.org](http://www.nasbe.org)

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*Healthy Youth Funding Database*, Centers for Disease Control and Prevention, <http://apps.nccd.cdc.gov/HYFund/>

*Improving School Health: A Guide to School Health Councils*, Atlanta, GA: American Cancer Society, 1999, [www.schoolhealth.info](http://www.schoolhealth.info) (Click on "Advisory Councils")

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*Protecting our Assets: A School Employee Wellness Guide*, Directors of Health Promotion and Education, Available in 2006. [www.dhpe.org](http://www.dhpe.org)



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## **Nutrition**

*A Tool Kit for Healthy School Meals, Recipes and Training Materials*, U.S. Department of Agriculture/Team Nutrition, 1997, National Food Service Management Institute, <http://www.nal.usda.gov/fnic/schoolmeals/Training/train.html>

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## Physical Activity

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*Active Youth: Ideas for Implementing CDC Physical Activity Promotion Guidelines*, Samman P, Champaign, IL: Human Kinetics Publishers, 1998, [www.humankinetics.com](http://www.humankinetics.com)

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*Appropriate Practices for Elementary School, Middle School (2001) and High School (2004) Physical Education*, National Association for Sport and Physical Education, 2000

*Asthma and Physical Activity in the School*, National Asthma Education and Prevention Program, Bethesda, MD: National Institutes of Health, National Heart, Lung, and Blood Institute, 1993, [http://www.nhlbi.nih.gov/health/public/lung/asthma/phy\\_asth.htm](http://www.nhlbi.nih.gov/health/public/lung/asthma/phy_asth.htm)

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# School Wellness Toolkit Glossary

## **A la Carte**

Individual food for sale on the school campus or in the school food service area sold separately from reimbursable school meals.

## **Administrative regulations**

The guidance issued with a policy that details the procedure for carrying out the policy.

## **Aerobic Activity**

Activities that are strenuously performed and cause notable temporary increases in respiration and heart rate.

## **At-risk-for-overweight**

Term used for children age 2-20 whose height and weight measurements yield a value on the BMI-for-age charts between the 85th percentile and the 95th percentile.

## **Body Mass Index (BMI)**

Body Mass Index or BMI is a tool for indicating weight status in adults. For adults over 20 years old, BMI correlates with body fat. Calculated as:  $BMI = \text{Weight in Kilograms} / (\text{Height in Meters})^2$   
 $BMI = (\text{Weight in Pounds} / [(\text{Height in Inches})^2 \times 703])$ .

## **Body Mass Index (BMI) for age**

For children aged 2 to 20, BMI-for-age is plotted on gender specific growth charts. In children and teens, body mass index for age is used to assess underweight, overweight, and risk for overweight.

## **Calcium**

A mineral that is essential for the formation of and maintenance of healthy teeth and bones. Many foods contain calcium, but dairy products are the most significant source.

## **Calorie**

Calories are the basic unit of energy within food. The body converts calories into energy, uses the amount of energy it can, and stores the rest as fat.

## **Carbohydrates**

A macronutrient classification that includes simple sugars and complex carbohydrates (starches and fibers).

## **Cardiovascular disease (CVD)**

A general term for all diseases of the heart and blood vessels such as atherosclerosis, coronary heart disease, and heart attack.

## **Child Nutrition and WIC Reauthorization Act 2004**

Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 requires that every local education agency (district) receiving federal funds for foodservice programs must adopt a wellness policy by the beginning of the 2006-2007 school year.

## **Childhood overweight**

Term used for children age 2-20 whose height and weight measurements yield a value on the gender-specific BMI-for-age charts above the 95th percentile.

## **Cholesterol (dietary)**

A substance in the fat of animal products. The common sources of cholesterol in the U.S. diet are cheese, beef, whole milk, and eggs. High intake of saturated fats, trans fats and cholesterol increase the risk of heart disease.

## **Chronic disease**

Illnesses that are prolonged, do not resolve spontaneously, and are rarely cured completely. Examples associated with overweight include diabetes, heart disease, and high blood pressure.

## **Competitive foods**

All foods and beverages sold that compete with the National School Lunch program including those sold: (1) by the school nutrition program outside the free and reduced school meals program (a la carte); (2) in vending machines, school stores, coffee carts, concessions stands, or other locations on the school campus; or (3) for fundraising purposes.

## **Comprehensive health education**

Comprehensive health education refers to a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health.



## **School Wellness Toolkit Glossary**

### **Coordinated School Health Program (CSHP)**

A model for teaching and promoting health in the school setting developed by the Centers for Disease Control and Prevention. The model includes eight interactive components: (1) health education; (2) physical education; (3) health services; (4) nutrition services; (5) counseling, psychological, & social services; (6) healthy school environment; (7) health promotion for staff; and (8) family/community involvement.

### **Curriculum**

Guidance on the scope, sequence, and components of an education plan in a specific subject.

### **Dietary Guidelines for Americans**

An authoritative document summarizing dietary recommendations for people two years of age and older. The document is published jointly between the United States Department of Health and Human Services (HHS) and the United States Department of Agriculture (USDA).

### **Electrolyte replacement drink**

A beverage that is marketed as a way to replenish nutrients depleted during exercise.

### **Epidemic**

Widely prevalent and rapidly spreading

### **Exercise**

Physical activity that is structured and designed to improve or maintain fitness.

### **Extracurricular activities**

School programs offered in addition to the core curriculum (e.g., school sports, clubs, etc.)

### **Fiber**

A type of carbohydrate that includes soluble fiber (indigestible food components that dissolve in water, such as pectin) and insoluble fiber (indigestible food components that do not dissolve in water, such as strings of celery and the skins of corn kernels).

### **Food and Nutrition Service Programs (FNS)**

These include the Food Stamp Program; the Special Supplemental Food Program for Women, Infants and Children (WIC), Child Nutrition Programs, and Food Distribution Programs.

### **Foods of Minimal Nutritional Value (FMNV)**

Includes four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that cannot be sold in the food service area of schools participating in reimbursable school meal programs sponsored by the United States Department of Agriculture.

### **Free and Reduced Price Meals**

The United States Department of Agriculture School Meal Programs, including the National School Lunch Program, the School Breakfast Program, and the Special Milk Program, through which eligible children receive free or reduced price meals and milk.

### **Health-related fitness testing**

A series of physical tests designed to assess student health and fitness levels.

### **Healthy weight**

For measurement and evaluation purposes, a Body Mass Index between 18.5 – 24.9 for adults; for children and youth age 2-10 years, a BMI between the 5th and 85th percentile on the Body Mass Index for age chart.

### **High fructose corn syrup (HFCS)**

An inexpensive sweetener, derived from corn, that is added to soft drinks, cookies, candy bars, and breakfast cereals.

### **Inactivity**

The condition of not engaging in any regular pattern of physical activity beyond daily functioning.

### **Individual Education Plan (IEP)**

An Individual Education Plan (IEP) is a written plan developed by the parents and the school's special education team that specifies a student's academic goals and the method to obtain these goals.



## **School Wellness Toolkit Glossary**

### **Interscholastic**

Activities (usually contests) between two or more schools.

### **Intramural**

Activities (usually contests) occurring within a school amongst the student body.

### **Monosodium glutamate (MSG)**

A flavor enhancer in a variety of foods prepared at home, in restaurants, and by food processors. Some people report sensitivity to MSG.

### **National School Lunch Program**

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.

### **Obese**

Term used for adults whose height and weight measurements yield a BMI value of 30.0 or more. Obese individuals have an excessively high amount of body fat or adipose tissue in relation to lean body mass. The amount of adiposity (body fat) includes distribution of fat throughout the body and the size of the adipose tissue deposits. Body fat distribution can be estimated by skinfold thickness measures, by waist-to-hip circumference ratios, or by techniques such as ultrasound, computed tomography, or magnetic resonance imaging.

The term obese is not commonly used to categorize children and youth. Refer to “childhood overweight” for a definition that applies to ages 2 through 20.

### **Overweight**

Term used for adults whose height and weight measurements yield a BMI value between 25.0-29.9. See “childhood overweight”

### **Physical activity**

Bodily movement produced by skeletal muscles that leads to energy expenditure

### **Physical education**

A course of study designed to provide students with the skills and knowledge needed to establish and sustain an active lifestyle.

### **Policy**

In the school setting, the term policy often refers to a general statement of goals or principles.

### **Pouring rights contracts**

Contractual arrangements between schools and beverage distributors that may endorse a singular corporation, may oblige schools to allow marketing to children, and may include sales incentives.

### **Quality physical education programs**

Instruction in physical education designed to develop health-related fitness, physical competence, and cognitive understanding about physical activity so that students can adopt healthy and physically active lifestyles. The three components of quality physical education programs are: opportunity to learn, meaningful content, and appropriate instruction.

### **Recess**

A break during the day set aside to allow children the time for active, free play.

### **Recommended Dietary Allowance (RDA)**

A set of estimated allowances for vitamins and minerals established by the National Academy of Sciences.

### **Reimbursable school meals**

See Free and Reduced Price Meals

### **Risk-for-overweight**

See At-Risk-for-overweight

### **Saturated fat**

A type of fat that is solid at room temperature. The three major sources of saturated fats in the U.S. diet are cheese, beef, and whole milk. High intake of saturated fats, trans fats and cholesterol increase the risk of heart disease.



## **School Wellness Toolkit Glossary**

### **School Breakfast Program (SBP)**

Administered at the federal level by USDA Food and Nutrition Services, this program provides cash assistance to states to operate nonprofit breakfast programs in schools and residential childcare institutions.

### **School Meals Initiative for Healthy Children (SMI)**

A United States Department of Agriculture initiative to improve the nutritional quality of the School Meal Programs' school lunches and breakfasts. SMI guidelines require that nutrition standards are met for specific age and grade groupings when averaged over each school week.

### **School Health Index (SHI)**

A self-assessment and planning guide developed by the Centers for Disease Control and Prevention to help schools: (1) identify the strengths and weaknesses of their policies and programs that promote health and safety; (2) develop an action plan for improving student health and safety; and (3) involve teachers, parents, students, and the community in efforts to improve school policies, programs, and services.

### **Stakeholder**

People or organizations that have a vested interest in identifying and addressing a problem.

### **Traditional foods**

The fish, shellfish, marine mammals, terrestrial mammals, and plants that made up the Alaska Native diet before the arrival of Europeans in Alaska (i.e., subsistence foods).

### **Trans fat**

Trans fat (also known as trans fatty acid) is a specific type of fat formed when liquid oils are made into solid fats like shortening and hard margarine through a hydrogenation process. A small amount of trans fat occurs naturally, primarily in some animal-based foods. The major sources of trans fats in the U.S. diet are processed cakes, cookies, crackers, pie and bread. High intake of saturated fats, trans fats and cholesterol increase the risk of heart disease.

### **Vitamins**

A group of substances essential for normal metabolism, growth and development, and regulation of cell function.

### **Wellness policy**

A policy that address goals for nutrition guidelines, nutrition education, physical activity and other school based activities that are designed to promote student wellness as required by the 2004 Child Nutrition and WIC Reauthorization Act.

### **Women Infants and Children (WIC) Program**

A national nutrition program that helps income eligible pregnant women, new mothers, infants and young children under the age of five learn about good nutrition and how to stay healthy.

### **Youth Risk Behavior Survey (YRBS)**

A school based survey that monitors adolescent health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States.

### **Wellness team**

An advisory committee that provides input to the school district on the development of wellness (physical activity and nutrition) policy as required by the 2004 Child Nutrition and WIC Reauthorization Act.





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